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ABSTRACT

This training manual was written to assist in planning and implementing follow-up studies of secondary special education programs. The model presented is based on a longitudinal study conducted by the Vermont Department of Education and the University of Vermont, which collected information from previous students with and without handicapping conditions on variables such as current occupation, employment history, postsecondary education, vocational training, social service utilization, and residential status. The sections of the training manual address: (1) planning the follow-up study (identifying the purpose, organizing the study, and identifying the sample); (2) preparing the questionnaire and training interviewers; (3) conducting the study and coding responses; (4) analyzing results; and (5) examining program implications. Appendixes comprise much of the manual and include survey forms, project checklists, a sample questionnaire, codes, letters, interviewing guidelines, and guidelines concerning access to student records. (Contains 11 references.) (JDD)

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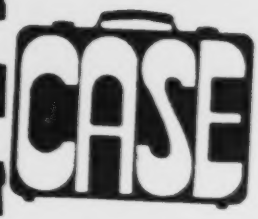

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Conducting a Follow-up Study of Special Education Programs

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May 1988

Reviewed by

The CASE RESEARCH COMMITTEE

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CONDUCTING A FOLLOW-UP STUDY

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OUTLINE OF TRAINING MANUAL FOR FOLLOW-UP STUDIES

I. Introduction

A. Purpose of manual

1. Targeted for administrators planning to conduct follow-up studies of special education programs

2. Based on follow-up studies conducted at UVM
   a. Advantages/cost-effectiveness of telephone surveys

   b. Suggested procedures are based on UVM's experiences with follow-up studies; administrators may use as written or change to meet their needs

B. Overview of the manual

1. How organized
2. Topics covered
3. How to use

II. Planning the follow-up study

A. Identify purpose of study

B. Organize the study

1. Identify personnel responsible for the study

   a. Project coordinator
   b. Interviewers

2. Arrange facilities to be used

C. Identify sample for follow-up study

1. Identify characteristics of targeted population

   a. Make-up of group relative to special education labels

   b. Size of sample

   c. Length of time sample will be followed

2. Develop sampling procedures

a. Type of sample

b. Selection procedures
c. Parental notification

D. Set up interview schedule

III. Preparing materials and personnel for the follow-up study

A. Develop questionnaire

1. Consider using UVM questionnaire (manual includes this questionnaire)

2. Test questionnaire with trial interviews

B. Train interviewers

1. Recruit interviewers
2. Train interviewers. Topics to be covered:
   a. Importance of consistency in interviewing procedures; problems with biasing

   b. Importance of accurate documentation; editing responses

   c. Telephone procedures

   d. Coding procedures

IV. Conducting a follow-up study

A. Telephone procedures

B. Coding procedures used for the UVM questionnaire

1. Directions for coding specific items

2. Coding open-ended and closed questions

V. Analyzing results

A. Questions to be answered

B. Recommended statistical procedures and programs

C. Presenting data

D. Sample of data tables

E. Data "pitfalls"

VI. Program implications

A. Program design revisions

B. Staff training

VII. Concluding statements/ Summary

VIII. References (listed by topic)

IX. Appendices

TRAINING MANUAL FOR FOLLOW-UP STUDIES

PART I: INTRODUCTION

This training manual has been written to assist administrators in planning and implementing follow-up studies of secondary special education programs. The need for such studies has become increasingly evident in recent years. Federal, state and local agencies have invested a great deal of time and resources in the development of special education programs since the passage of Public Law 94-142 in 1975. Now that these systems are in place, parents, professionals and policy makers have become concerned about the quality of these programs, including the content of the experiences offered through special education programs and the outcomes for students who graduate from, or leave, such programs. Follow-up studies are an excellent means through which schools can evaluate the effectiveness of existing programs and plan for future changes.

It is important to note that follow-up studies may be conducted in numerous ways. The prototype for the follow-up study presented in this manual is based on a longitudinal study conducted cooperatively by the Vermont Department of Education and the University of Vermont. The study involved both students with and without handicapping conditions. School records and telephone interviews were utilized to solicit information from students on variables such as current occupation, employment

history, post-secondary education, vocational training experiences, social service utilization and residential status. The telephone interview method was used to collect information because it has been shown to be more cost-effective as well as personal and successful in maintaining higher response rates than mail surveys.

Individual responses to the University of Vermont survey were first hand-coded and then analyzed using a computerized statistical software package. Results of the study were disseminated at the local, state and national levels to provide information on the relationships between high school programs and students' post-secondary work, educational, and residential experiences.

Although individual school districts will need to revise some aspects of the follow-up study presented in this manual in order to tailor individual needs, most will find that the general format and procedures presented here will be relatively easy to implement and will result in a study that is both informative and economically feasible. School districts should feel free to use the materials and procedures in their present form or to adapt them to meet district needs.

The training manual has been divided into nine sections. Part I is the introduction. Part II contains information on the initial organizational phases of the follow-up study. It includes a discussion of sampling procedures and the personnel and facilities needed to conduct the study. Part III deals with

the preparation of materials and personnel for the study. A sample questionnaire based on the University of Vermont study is discussed. Suggested procedures are also given for the training of interviewers. Procedures for interviewing, recording, and coding are discussed in Part IV. Part V includes recommended statistical procedures, as well as ideas for ways to present data and sample data tables. Program implications are discussed in Part VI, in order to help school districts make program design revisions and provide staff training based on results of the study. Part VII gives some concluding statements about follow-up studies, and Part VIII provides additional references on conducting a follow-up study. Appendices to the manual make up Part IX.

PART II: PLANNING THE FOLLOW-UP STUDY

As is the case with all worthwhile endeavors, careful planning is critical to the success of follow-up studies. Four main tasks are associated with the planning phase in order to conduct a follow-up study. The first task is to formally identify the goals of the study. The second is to define the sample and identify the students who will be included in it. The third task is to establish an interview schedule, and the fourth is to organize the study in terms of the personnel who will be responsible for overseeing it and the facilities that will be used. Each of these tasks will be discussed in this section of the manual.

1. Identifying the goals of the study

The overall goals of the study should be relatively easy to identify. Implicit in a school district's decision to conduct such a study is a desire to learn about the kinds of activities that former students are engaged in, and to relate these activities to existing school programs. Information about the relationship between existing high school programs and student outcomes may then be used to strengthen, add to or change current programs and services.

Having established these general goals, school districts will need to determine more specifically what information they wish to obtain through the follow-up study. The first step in

this direction is to decide which high school program outcomes are most important to investigate. In Vermont, for example, we focused our attention primarily on students' employment, living arrangements, use of community resources and success in maintaining friends. Next, districts need to target the programs and other variables which may be associated with the identified outcomes. In this way, the study should help to determine the relationships which exist between high school experiences and post-school experiences.

The process outlined above was utilized in selecting the overall design of the follow-up study and in developing the questionnaire which is presented in Part III of this manual. The two primary outcomes of high school programs which are targeted in the accompanying materials are 1) employment status and 2) participation in post-secondary education and training programs. In addition, the study examines information on students' residential status and friendship patterns, as these outcomes appear closely tied to employment status and serve as further measures of students' integration into adult community life. These four outcomes are investigated through questioning on a wide range of variables, including students' academic and vocational programs during high school, manner of exit from high school, employment experiences during and after high school, current living arrangements and amount of time spent with friends, relatives, paid staff members, etc. Schools wishing to conduct similar follow-up studies will need to consider whether

or not the questionnaire presented in this manual covers all of the program outcomes and related variables that are seen as important by their high school programs and communities.

2. Defining and Drawing the Follow-up Sample

Closely related to goal-setting is the task of defining the characteristics of the study sample and identifying the specific students who will make up the sample. It is important at the outset to identify 1) the general characteristics of the former students who will be included in the study, 2) the size of the sample, and 3) the number of years that students will be followed. Once the basic parameters of the sample have been established, the task of identifying individuals to be involved in the study can be completed.

General characteristics of the sample population

School districts will need to consider the goals of their study and the resources available to them when deciding on the general characteristics of the former students to be included in their samples. The questionnaire presented in this manual was designed for use with students representing all handicapping conditions. By defining the population in this broad way, the personnel conducting the study can have greater confidence in the generalizability of their results than if they were to only focus on a subset of the population of students with handicapping conditions (e.g., students labeled mentally retarded). The

questionnaire may be easily expanded to include students without handicaps if those conducting the study are interested in comparing outcomes of students both with and without handicapping conditions.

Size of the Sample

The size of the sample will depend on the size of the population to be followed and the resources that are available to conduct the study. In general, the larger the size of the sample, the more confident schools can be in interpreting results. It is imperative that the sample be representative of the total population in terms of students' gender, age, manner of exit from school, handicapping condition and service location (if districts encompass more than one school). The simplest way to meet the criteria of size and representativeness is to follow-up on all students with handicapping conditions who exited from the district in a particular year. If this is not possible, schools are advised to follow random sampling procedures to arrive at a sample which is representative of the population in terms of the characteristics listed above and is of sufficient size to allow for accurate interpretation of results.

Length of the study

Once again, school districts will need to examine project goals and available resources to determine how many years the follow-up study will be conducted. Past experiences with follow-up studies indicate that trends in employment status may not

become clear until a former student has been out of high school for at least two years. For this reason, it is recommended that interviews be conducted for at least two years following a student's exit from high school.

If resources are available, school districts may find it revealing to draw samples from two or more graduating classes and to follow each one for a minimum of two years. This allows schools to expand their analysis of program outcomes to include an analysis of two or more groups who may have had different high school experiences because of program changes made from one year to the next. For example, the first sample might be defined as all students with handicapping conditions who exited school in June 1988. These students would be followed-up in 1988 and 1989. The second sample might consist of students with handicapping conditions exiting school in June 1989, and these students would be interviewed during 1989 and 1990. If the results from interviews with Sample #1 and Sample #2 were to show significant differences in the identified program outcomes, districts could examine the differences to identify potential relationships between program changes made between the 1988 and 1989 school years and student outcomes.

Identifying Students to be Included in the Sample

The next step in determining the sample is to identify the individuals who will be included in it. If districts elect to sample students across all handicapping conditions who exited

school during a particular academic year, the task of identifying students will be relatively simple. The district will first need to decide which academic year will be targeted and then draw up an alphabetized list of all students with handicapping conditions who exited from school during that year. It is important to include students who left or dropped out of high school programs as well as those who were graduated from or who completed programs with certificates. A code number should be assigned to each student. Numerical codes serve two purposes: first, they protect the student's identity when data are reported, and second, they are necessary if computerized data entry systems are to be used.

A "master list" should be constructed which includes each student's code number, name, address, phone number, and the name, address and phone number of the student's parent or guardian. If possible, the name, address and phone number of an additional friend or relative should be included in the event that a former student and his or her family moves out of the district and cannot be easily located. See Appendix B for an example of a master list.

Districts which have decided to include a sample rather than an entire population will need to follow a set of random sampling procedures to arrive at a list of students who will be included in the study. An alphabetized master list such as the one described above can then be used to select the sample.

According to provisions made in the Federal guidelines for

special education, school districts are not legally bound to obtain parental consent for studies such as the one described in this manual as long as 1) the study is designed to improve instruction and 2) it protects against the personal identification of students and their parents by persons not representing the educational agency. (See Appendix C for a copy of these provisions.) Districts may choose, however, to send out written notification of the follow-up study to parents and students prior to conducting interviews. Many studies have found letters of notification to be helpful in eliciting support for the interview process when telephone calls are made later on. A sample letter of notification is provided in Appendix D.

3. Establishing an Interview Timetable

Follow-up studies can be conducted whenever it is most convenient. Certain guidelines, however, should be taken into consideration. Interviews should not be conducted too soon after the end of the school year, as a period of time is needed for newly graduated students to obtain jobs or make other post-high school plans. The months of November and December should be avoided because of the likelihood that a number of former students will obtain temporary employment during the holiday season and thus inflate employment figures. The months of September, October, and January through March have proven to be productive interviewing periods. Districts which plan on following a sample of former students for more than one year

should schedule interviews during the same time period each year.

When sample sizes range from 20 to 50 students, schools should plan on devoting four to eight weeks to conducting interviews and recording data. The amount of time needed to conduct a follow-up study will vary depending on the sample size and the ease with which students are located, but an effort should be made to keep the interview time period to a minimum to ensure the accuracy of overall results. Interviews should be coded as soon as possible after they are conducted.

4. Organizing the Study: Personnel and Facilities

The final tasks in planning a follow-up study are to identify the personnel who will conduct the study and to organize the facilities where the study will be housed. A description of personnel and facilities needed to conduct a follow-up study is provided in this section of the manual. Once again, districts will need to adapt these for individual use.

Personnel

The personnel required to conduct a follow-up study include a project coordinator together with some interviewers and coders. Depending on the size of the study and the resources available, districts may opt to fund these as separate positions or to combine one or more positions. Each position will be discussed separately in terms of the tasks which need to be performed.

Project Coordinator:

A project coordinator is needed to coordinate and supervise follow-up study activities. The primary responsibilities of the coordinator are these:

1. Coordinate the planning phase of the project, including goal setting and defining the sample.
2. Identify students who will be included in the study.
3. Set up a schedule for interviews.
4. Notify parents and students of the purposes and time period of the study.
5. Develop the questionnaire to be used in the study.
6. Organize materials and facilities needed to conduct the study.
7. Recruit and select interviewers and coders.
8. Train interviewers and coders in procedures for conducting and coding follow-up interviews.
9. Supervise and assist interviewers and coders in conducting and coding interviews.
10. Check over completed questionnaires to ensure that both interviewers and coders have recorded information properly.
11. Analyze data, interpret results, and formulate hypotheses.
12. Make recommendations for program changes based on the results of the study.

Interviewers and Coders:

One or more individuals will be needed to conduct and code interviews. Interviewing and coding may be defined as separate roles, or combined as one position. The latter arrangement is preferable, because it has been found that those individuals who

perform both tasks achieve greater accuracy throughout. The number of interviewers and coders needed will depend on the number of subjects in the sample and the number of hours per week which each person can devote to the study.

The primary responsibilities of an interviewer are these:

1. Participate in training sessions in order to become familiar with the questionnaire and the interview procedures.
2. Follow specified procedures for locating and contacting the former students.
3. Conduct interviews with former students during the allotted time period.
4. Record information legibly and accurately so that the questionnaire can be properly coded.

The primary reponsibilities of the coders are these:

1. Participate in training sessions to become familiar with the questionnaire and coding procedures.
2. Code interviews accurately and in a timely fashion.

In rural Vermont, it takes an average of one hour to locate a former student and complete and code an interview.

Facilities

Facility requirements for a follow-up study are fairly modest. The project coordinator will need a small office where he or she can carry out administrative duties. Access to a phone, typing services and copy machine are essential. File cabinets are needed to store hard copies of the questionnaires. Part V of the manual discusses procedures for data analysis.

Although several options exist, schools may wish to purchase or obtain access to a computerized data analysis program to analyze results of the study.

Interviewers may find it most convenient to conduct interviews from their homes, inasmuch as the best time to reach most former students is usually in during weekday evenings from 5:30-9 p.m. or on weekends. Coding may be done at home or at any other site that is reasonably free from interruptions and distractions.

PART III: PREPARING FOR THE FOLLOW-UP STUDY

Once the planning stage of the follow-up study is completed, the project coordinator and others connected with administering the study need to prepare for conducting the study by deciding on the questionnaire to be used, hiring interviewers and coders, gathering materials, and training interviewers and coders. A "countdown checklist" which lists all of the activities that should occur before commencing the study is provided in Appendix E.

Developing the Questionnaire

Appendix F contains the sample questionnaire that is recommended for use in follow-up studies. As mentioned earlier, this questionnaire is based primarily on one used by the University of Vermont in its longitudinal study of post-secondary students with handicapping conditions. In addition, portions of other similar questionnaires used nationwide have been added, resulting in a questionnaire that is comprehensive in scope yet relatively easy to administer. The questionnaire focuses on two primary variables, post-secondary employment and post-secondary education and training, and two secondary variables, residential status and friendship.

The questionnaire has been divided into two sections for ease of administration. Section one, the Record Review Section, requires schools to obtain background information on students and

their high school experiences. This information should be readily obtained from existing school records and may be collected before or after the student leaves school. Section two is the Interview Section, which is to be conducted over the telephone with the student or other appropriate respondent. Both sections of the questionnaire are described in detail in Part IV of this manual.

School districts will need to examine the questionnaire carefully to determine whether or not its content and format are compatible with the goals they have identified for their follow-up study. Care was taken to make this questionnaire as "generic" as possible; however, it is likely that districts will need to adapt or re-word some of the terminology used to make the questionnaire accurate and meaningful for their particular locales. For example, the Record Review section of the survey lists handicapping conditions as they are written in the Federal guidelines for special education. States or districts which use different terminology or non-categorical eligibility standards will need to substitute responses that are appropriate for their area.

Interviewing and coding procedures specific to the recommended questionnaire are presented in Part IV of this manual. These procedures are nearly as important as the survey form itself; without them, interviewers and coders may interpret interview questions and responses in very different ways, potentially invalidating study results. Schools which adapt the questionnaire in any way must therefore change the interview and

coding procedures accordingly.

It is acknowledged that the task of editing and adapting the survey form and interviewing and coding procedures is a time-consuming one. For this reason, districts with computer access may wish to take advantage of the opportunity to purchase a copy of all three documents on computer diskette. This information is available in WordPerfect, WordStar, and ASCII. (The ASCII language may be adapted for use with Apple computers). These diskettes are available from the University of Vermont for $5.00 to cover the cost of the disk, printing, handling and shipping charges. An order form for the disks is included in Appendix O.

Whether or not districts decide to use the questionnaire as written or to adapt it in any way, the project coordinator needs to field-test the instrument with at least 5 persons similar in background to those who will be included in the study. Only through field-testing the survey can a district be sure that it is appropriate for use in their study. Field-testing also adds first-hand experience to the project coordinator's understanding of the questionnaire and interview process.

Recruiting and Hiring Interviewers and Coders

The responsibilities of interviewers and coders were outlined in Part III of this manual. The project coordinator and appropriate school administrators will need to determine whether or not these roles will be filled internally or externally. Some districts may choose to designate interviewing and coding

responsibilities to special or regular education teachers and aides, while others may find it more appropriate to hire graduate students, homemakers, or other interested community members. Along with a willingness to participate in the training process and to carry out the interviewing and coding responsibilities specified by the project, candidates for these positions need to have excellent communication skills. Interviewers in particular should demonstrate the ability to read and speak fluently, clarify questions and terminology, prompt interviewees to answer questions which they do not understand or are hesitant to answer, and respond to spontaneous questions such as "How did you get my name?" or "How long will this take?" Interviewers should also be willing to work evenings and weekends, as these are generally the best times to reach interviewees.

As mentioned earlier, the interview and coding positions may remain separate or may be combined as one role. Since it is difficult to predict exactly how much time interviewers and coders will need to complete their portion of the study, it will probably be easiest to have them keep a record of the number of hours worked and to pay them on an hourly basis.

Gathering Materials

The project coordinator should schedule training sessions as soon as possible after hiring interviewers and coders. Prior to beginning the sessions, the coordinator should assemble the materials that will be needed by interviewers and coders to

conduct the study. Each interviewer should be assigned a portion of the sample with whom she/he will conduct interviews. He/she will also need a master list from which to work and a corresponding number of blank questionnaires. A file folder containing sections one and two of the questionnaire should be given to each interviewer for each student on her/his assigned list. In addition, the project coordinator should organize a notebook for each of the interviewers and coders which contains the interviewing, recording, editing and coding procedures from Part IV of this manual. Procedures for making telephone calls, DOT coding manuals, skill level charts, and logs for recording work time are found in the appendices of the manual and should also be included in the notebooks. Directions for using these materials are given in the interviewing and coding procedures. Finally, project coordinators should provide interviewers and coders with telephone directories and miscellaneous supplies such as notepads, "post-it" notes, red ball-point pens, etc.

Training Interviewers and Coders

Approximately five hours of training are needed to ensure that interviewers and coders have a clear understanding of the study goals and procedures. It is recommended that training be broken into at least two sessions of two and one-half hours each, as a single session incorporates more information than can be digested at one time. Separate training sessions may be held for interviewers and coders if these positions are not combined, but

it is probably easier and more effective to train the group as a whole.

The topics which need to be covered during training sessions include:

1. General knowledge of the follow-up study, including the background and objectives of the study.

2. Administration of the questionnaire. General guidelines for contacting interviewees and administering the questionnaire, as well as instructions for specific questions are included in the Interviewing, Recording, Editing and Coding Procedures (see Part IV). Interviewers and coders need to become familiar with the survey questions and procedural issues. The importance of consistency in interviewing and accurate documentation should be stressed. Four types of practice sessions are recommended for teaching interviewers how to administer the questionnaire:

   a. Prospective interviewers observe a role-played view conducted by the project coordinator and another experienced interviewer.

   b. Two trainees interview one another, taking turns as respondent and interviewer.

   c. Trainees interview the project coordinator, who gives some "difficult" responses. These include questions often asked at the outset of interviews,

such as "What is the purpose of this study?" or "How did you get my name?", as well as refusals to answer some or all of the questions.

d. Trainees conduct practice interviews with people outside of the training group, preferably with members of the same population as the sample itself.

3. Coding the questionnaire. Coding procedures are also discussed in detail in Part V. Both interviewers and coders should be familiar with these procedures in order to promote consistency in the way questions are asked and coded. The project coordinator should emphasize the need for accurate coding which is done as soon as possible after interviews have been completed. If interviewers and coders are to work separately, a communication system should be set up to deal with questions that may arise during coding. A coded questionnaire is provided in Appendix H. Coders should be given the opportunity to review this questionnaire and to practice coding the interviews conducted during the training sessions discussed above.

4. Interviewing and coding timeline. The project coordinator should review the interview schedule and set projected completion dates for interviewers and coders. Other administrative issues such as procedures for making long distance telephone calls, turning in completed work and

logging hours should be discussed at this time.

5. Distribution of and use of materials. Project directors should supply interviewers and coders with the materials they will need to conduct and code interviews, and review the use of the documents provided in their notebooks.

PART IV: PROCEDURES FOR INTERVIEWING, RECORDING, CODING THE QUESTIONNAIRE

Some prefatory remarks are called for at the outset of this chapter. The three preceding chapters were written primarily for persons who have some level of responsibility for conducting a special education follow-up study. This chapter should be reviewed by Project Coordinators, but it was written primarily for interviewers. The material was prepared by a knowledgeable and experienced consultant for the Vermont Follow-up study, who used the second voice in writing this piece. The reader will notice some stylistic differences in the writing as well. This chapter is designed to stand alone although it also functions as an integral part of the overall document. This chapter should be given to the interviewer along with the master lists, blank questionnaires and the guidelines for recording and coding the questionnaire.

The following topics will be covered in this section:

1. Master list
2. Overview of the questionnaire
3. Preparations to be made before calling the student
4. Calling procedures
5. Recording the student's responses
6. Coding the questionnaire

general questionnaire format, all words and phrases in this section which should be read to the respondents are typed in UPPER case letters. All words that are not read to the respondents, such as interviewer instructions and coding information, are typed in lower case letters. Note also that questions and their responses are not separated by page breaks. That is, a question and its response categories appear in their entirety on a single page. This helps to reduce confusion during the interview.

Questions and directions enclosed in boxes are for interviewer clarification or coding purposes only, and should not be asked of the respondent. Coding boxes are provided on the right-hand side of each page for coding the numbers which correspond most closely to the response given.

As the questionnaire evolved, we noticed that the INTERVIEW SECTION was actually divided into three basic "subsections". A few statements have been included before each "subsection" to introduce the student to the next subject area to be addressed. This allows the students to make a "clean break" between the sets of questions. The "subsections" are:

1. Questions about work experiences the student had while attending high school
2. Questions about work experiences the student has had since leaving high school
3. Questions about living arrangements and social leisure time

3. PREPARING FOR THE INTERVIEW

After the master lists and questionnaires are reviewed in depth, you are ready to begin making phone calls. We suggest that 5 attempts be made to contact a student before using an alternate source of information (such as a parent, spouse, etc.) unless it is clear that the student will not be available. When you attempt to contact the students, take into account holidays and special events. Even special television programs, we have found, can produce some adamant refusals! To increase the efficiency of contacting all respondents, vary the time periods when you call. Generally, don't call before 9 in the morning or after 9 at night. Weekday evenings from 5:30 to 9:00 are times when respondents are most likely to be available, and therefore provide the best opportunity of obtaining completed interviews. Remember to take mealtimes into account. People who are not available during the week can be called on the weekend. On Saturday, however, don't call before 10 in the morning or before noon on Sunday. Try calling those who are unavailable in the evening during the afternoon. As a last resort, try morning calls. If none of these time periods are productive, set the questionnaire aside and try a week or so later.

Before each call, be sure you have at least two sharpened pencils with erasers at hand, and check for any missing pages in the interview form.

4. CALLING PROCEDURES

Let the phone ring at least eight (8) times. When the telephone has been answered, ask to speak to the former student who is to be interviewed. If the former student is available, identify yourself and state the purpose of your call. Ask the former student if this is an acceptable time to call.

If the former student is willing to participate in the survey, then proceed with the interview. The following is a sample script which you may want to use when calling former students.

> "Hello, my name is _____. I'm doing a survey for (name of school), and I'm looking for a former student by the name of _____. Do I have the right number? ******** We're interested in talking with former students about activities and jobs they had during high school and since leaving school". [The first question you need to ask is the student's birthdate. This is the best way to verify that you have the right person on the line.] "Is (date of birth) your birthday?" Then proceed to ask the interview questions. "Thanks. Now I'd like to ask you some questions about your work experiences during high school and since you left high school"
>
> If the former student is not available or cannot be

interviewed personally, ask to speak with a parent or "significant other" (guardian, sibling, spouse, other relative, or human service provider), and request permission to conduct the interview with that individual or arrange to call back at a convenient time).

If the former student indicates that this is a bad time for an interview, ask for a time when it would be convenient to call back. If the former student is not at home, ask when he or she is likely to be there and arrange to call back.

If the student appears hesitant to participate, you may want to use some statements such as these:

- "This won't take much time and we really do want your opinion."
- "All of your responses will be confidential. We don't use individual names when reporting the results of our survey."

Remember that the former student is under no obligation to answer any questions. If the respondent objects to certain questions, assure him or her that this is acceptable and move on to the next question. You can tell the former students that they have been specially selected to assist in helping their former school assess the effectiveness of its high school program in helping students to find and keep jobs. Ultimately, the aim is to improve school programs. If the former student still seems reluctant to participate in the survey, tell him or her that the interview should only take 20 minutes to complete. If necessary, offer to call back at a more convenient time.

If you are asked why you are doing the study, you might try

responding in the following manner:

- "We are trying to assess the effectiveness of high school programs in helping students to find and keep jobs. Ultimately, the aim is to improve these school programs. The information you give will help us to know what improvements are needed."

Before accepting an answer of "I don't know" or some other vague reply, be sure to probe for more information. Some examples of probes you might use are these:

- "Yes, I see", stated in an expectant manner and followed by a pause.
- "Can you be a little more specific?"
- "I'm not sure I am entirely clear about what you mean. Could you explain it a little more?"
- "Could I read back what I have written down to be sure I have understood exactly what you wanted to say?"

Use your discretion in keeping casual conversations with respondents to a minimum. Avoid interjecting your own opinion about survey questions as this may influence the responses you receive.

It is very easy for respondents to miss a word or two that is crucial to the meaning of the question. If you suspect that a question has been misunderstood, do not tell the respondent that you think she or he misunderstood. Instead, you can make a comment such as these:

- "Could I reread the question and the answer I've written down just to be sure I have gotten everything you wanted to say?"
- "I think I may not have read the question correctly, so may I read it to you again to be sure?"

5. RECORDING THE STUDENT'S RESPONSES

All information must be recorded as it is given at the time of the interview. For example, if a student is unemployed at the time of the interview but is due to start a job in two weeks, you must record the student as "unemployed." When giving a "reason" for unemployment, you may record that he or she will start working soon.

When writing the student's reponses to a question, be sure to write legibly. If necessary, print the response. Make every effort to copy the student's responses **verbatim**.

Adapt the size of your check mark (✓) to the amount of space provided. If your marks are too large, the answers can be misunderstood by the coder.

The role of the interviewer is to act as a neutral recorder of the respondent's opinions and answers. Please do not offer personal opinions or expressions of agreement or disagreement with the respondent's answers.

On occasion, even after appropriate probing, the respondent's answer to a structured question may not fit any of the anticipated responses. In this case, use the "Other (please specify):" category, and write the answer, exactly as given by the respondent.

An interviewer's notes are often helpful when coding answers to interview questions. Notes on respondent's comments may be written in the space next to the appropriate question on the interview form. Again, try to get comments in verbatim form. If

your handwriting is poor you may need to rewrite answers after you have completed an interview.

Please don't forget to end the interview session with a sincere word of thanks.

After Completing the Interview:

- Go over each answer to make sure it was completed correctly.
- Make any necessary changes on the master list.
- Record any questions or comments the former students raised that should be conveyed to the Project Coordinator or another appropriate supervisor.
- Record the time at which the interview was completed. (see Time Log, Appendix N).
- Remember to log hours worked each week and the number of interviews completed.

Confidentiality

It is important to keep these interviews confidential. Therefore, please do not tell anyone the substance of an interview, no matter how intriguing it was.

5. CODING THE QUESTIONNAIRE

Many of the questions which are to be asked come with a list of all acceptable responses. Numbers printed to the left of the different responses are used to provide the appropriate code. Every response category in the questionnaire is given a numerical code. For this reason, the responses are said to be precoded. Coding procedures for several of the responses are listed in the

appendices. These are:

1. Dictionary of Occupational Titles are listed in Appendix J.
2. Skill Level codes are listed in Appendix K.

One precoding procedure is to consistently use certain codes for specific purposes throughout the questionnaire. For instance, information which the student does not know, refuses to give, or was not asked is considered to be "missing information". In this case a "9" may be reserved for missing information. (When there are two or more coding boxes provided for a particular piece of information write a 9 in <u>each</u> box. For further clarification, see RECORD REVIEW SECTION, question #16 of the sample coded questionnaire) Some statistical software packages use alpha data to indicate information. In this case, you may wish to use "M" as the descriptor for missing information.

After you finish coding a questionnaire, quickly review it to be sure that <u>all</u> coding boxes are filled in with a code number. Flag any coding problems which should be reviewed later with the Project Coordinator.

<u>Coding Answers to Open-ended Questions</u>

Answers to the open-ended questions (e.g. question #29) are coded <u>after</u> all the interviews have been completed. This task may be done by the project coordinator in collaboration with the interviewers.

When the respondents are given freedom to answer in their

own words, the variety of answers is greatly increased. The challenge then is to set up enough general categories to do justice to the answers obtained. Usually you can fit the answers to each open-ended question into 6 or more categories, but on occasion, you may be able to use fewer.

For each open-ended question, you can ascertain what categories should be used by setting up a list of key words and phrases taken from a sample of questionnaires. When the number of respondents is small, say 50 or less, all the answers are listed. Responses that have more than one thought should be broken up and listed separately. Group the answers into meaningful categories and assign codes. The answers included in a category must be as much alike as possible and as different as possible from those included in other categories.

You will need enough categories to accommmodate every answer. Because you may come up with some categories that have very few answers in them, a miscellaneous category named "Other", may become necessary. If an answer in the "Other" category exceeds 10 percent of the total, however, it should become a category unto itself.

Each answer (or category) is given one code only. However, in some cases, you will find multiple answers to one question; that is, more than one answer was given by a respondent. Give each answer its proper code as if it came from different people. This should be done even though it may result in a question having more responses than the total number of students who

answer it.

After the codes have been agreed upon, they are written down so that the coder can easily find the numerical code for every open-ended response found in the questionnaire.

PART V: ANALYZING THE RESULTS

The purpose of this section is to summarize briefly some basic techniques used in the analysis of data and to provide guidelines regarding the use of these techniques. You may wish to augment the findings of your research by performing more sophisticated statistical procedures. For instance, cross-tabulations allow comparisons to be made between variables, and when such comparisons are made, the relationship between one variable and another begins to emerge. Sources which describe statistical analyses techniques in more detail are listed in the reference section of this manual.

For the purposes of this manual, we will limit the discussion to univariate analyses. Univariate analyses serve the purpose of describing the survey sample and, by inference, the population from which the sample was selected. The sample is described as a series of frequency distributions, which are derived by sorting observations into categories. A frequency distribution describes how often observations fall into each category (either as a number or as a percent).

To facilitate your understanding of this section of the manual, the following example is provided to assist you in following the steps necessary to arrive at frequencies and percentages.

A Fequency Distribution of The Ages of Former High School Students

1. Begin with the scores. In this example, the scores are the ages of a group of students who graduated, left or dropped out of high school:

14	18	19	22	14	17	16	20	22	15	18
17	23	16	19	22	20	21	15	17	16	19
19	18	16	15	20	21	17	15	18	18	20
21	16	18	16	19	20	22	18	17	15	19

2. Identify the lowest score and the highest score. In this example, the lowest score is 14 and the highest score is 22. Note that the range between these numbers is small. When a frequency distribution is small (no more than 20 score units) the cases can all be listed from lowest to highest. If the range is wide (e.g. ages 5 - 65), you might prefer to organize the ages into groups of equal number.

3. Tally the number of times (frequency) each age occurs:

Scores	Tallies	Frequency
14	//	2
15	////	4
16	𝍸 /	6
17	𝍸	5
18	𝍸 /	6
19	𝍸 /	6
20	𝍸	5
21	//	2
22	////	4
TOTAL		40

After determining the frequency that each age occurs, calculate the percentages for each score (age).

Scores	Frequency	Percentages
14	2	5.0%
15	4	10.0%
16	6	15.0%
17	5	12.5%
18	6	15.0%
19	6	15.0%
20	5	12.5%
21	2	5.0%
22	4	10.0%
TOTAL	40	100.0%

In computing percentages, the researcher frequently must make a decision regarding the base for percentaging, in other words, the number that represents 100 percent. In the most straightforward case, the base for percentaging would be the total number of respondents in the study. However, if some of the respondents failed to give an answer to the question being reported, the researcher has two alternatives:

1. Base the percentages on the total number of respondents, including those who failed to give their ages.

2. Base the percentages on the number of respondents giving an answer to the question. The number of respondents who did not answer the question may still be reported, but this number would not be figured in the percentaging.

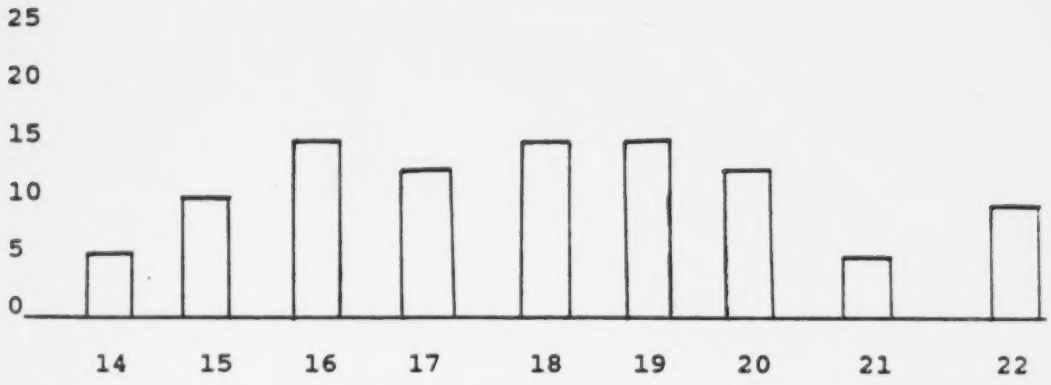
The choice of the base for percentaging depends wholly on the purpose of the analysis. In the appendices section of this manual, there is a document called the Summary of Frequencies. You may use this document to augment your report. To assist you in recording the information for your survey, the first page of the document has been completed.

An example of how the base for percentaging may change is provided on page 12 of the Summary of Frequencies form. In the following question, for example, **SINCE LEAVING HIGH SCHOOL OR A VOCATIONAL CENTER, HAVE YOU TAKEN ANY EDUCATIONAL OR VOCATIONAL CLASSES OR PROGRAMS TO HELP YOU IN PREPARING FOR WORK?**, the total number of "yes" and "no" responses to the question are recorded. In a question such as **WHAT CLASSES OR PROGRAMS?**, the percentages for only those who answered "yes" to the preceding question would be recorded.

Presenting Your Data In Table Form

You may wish to present data in a form other than a frequency or percentage. Bar charts may be used to show a frequency distribution. It is customary to place the scores (ages) on the X axis or horizontal axis, and the corresponding frequencies on the Y, or vertical axis. Scores (ages) on the X axis start from lowest at the left to the highest at the right; frequencies on the Y axis start with the lowest at the bottom to the highest at the top. Since frequencies are placed along the Y axis, each bar will represent the frequency of the scores. Using

the data provided above, the following frequency-distribution bar graph is created:



Ages of Former High School Students

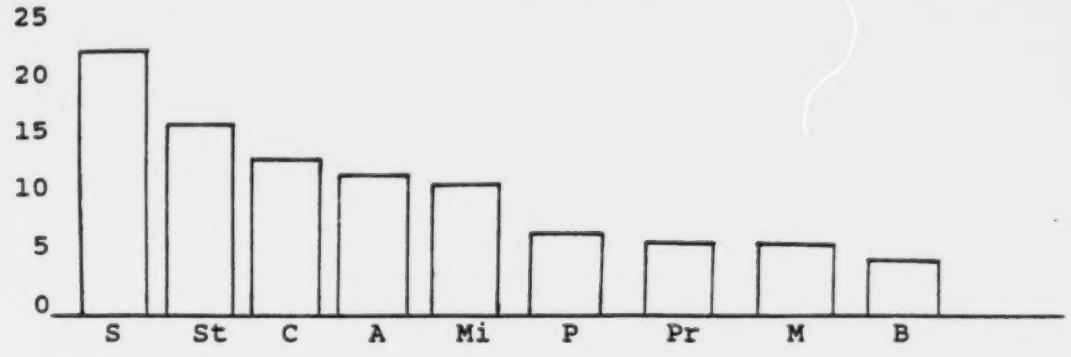
The order in which you list the categories is not critical, although it helps the reader if there is some logic to the order; for example, this data is numerical, therefore the ages are listed here from youngest to oldest.

Other data are categorical and may be presented in bar chart form by listing the categories from highest to lowest frequency. Data regarding employment categories of jobs reported by former high school students are listed below.

Occupational Categories

P	professional, technical, managerial	12 (7.5%)
C	clerical, sales	20 (12.4%)
S	service occupations	37 (23.0%)
A	agricultural, fishing, forestry and related occupations	19 (11.8%)
Pr	processing occupations	11 (6.8%)
M	machine trades occupations	11 (6.8%)
B	benchwork occupations	8 (5.0%)
St	structural work occupations	25 (15.5%)
Mi	miscellaneous occupations	18 (11.2%)

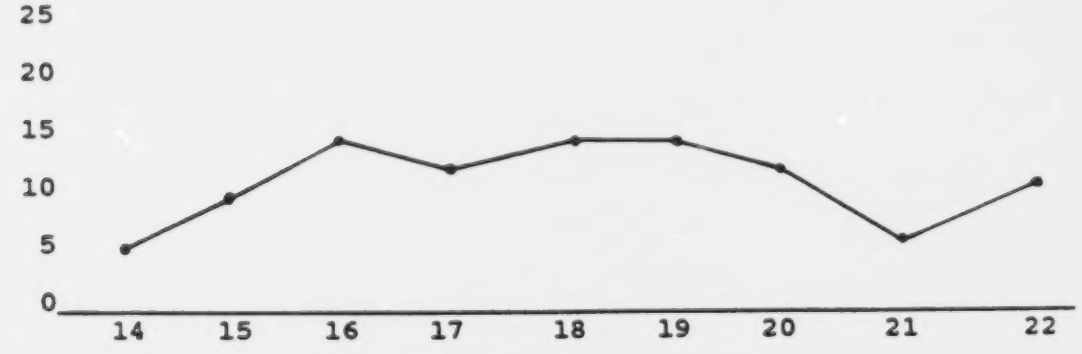
The following bar chart depicts these data:



Occupational Categories of Former High School Students

Another way of depicting data in table form is by using the frequency polygon. It is very similar in construction to the bar chart, however, instead of using bars to depict frequencies, a series of points are used. The heighth at which a point appears corresponds to the frequency or number of scores that occurred in the interval. Adjacent points are then connected by means of straight lines.

As a frequency polygon, the data regarding former students' ages would look like this:



Ages of Former High School Students

Summary Averages

Moving beyond the report of frequencies, the researcher may choose to present the data in the form of summary averages. The options in this regard include the mode (the most frequently reported answer), the mean or average, and the median (the middle response). Using our sample data set, it is possible to report that most of the respondents are aged 16, 18 and 19 (mode), that the mean age of the respondents is 18 years, or that the median age is 18.

It is also possible to discuss the data in terms of the "dispersion" of the responses. The simplest measure of dispersion is the range. Thus, in addition to reporting a mean age of 18, the researcher might also indicate that the ages range from 14 to 22.

For some of the data, many of the techniques just mentioned would be innappropriate. For instance, if the variable in question were gender, frequencies in terms of either raw numbers or percentages would be appropriate and useful (e.g., the sample consisted of 45 males and 23 females). For these data, computing the mode might be legitimate, but it would convey little useful information to the reader, and reports of the mean, median or dispersion summaries would be inappropriate.

Subgroup Description

Often the researcher wishes to describe subsets of the survey sample. In this case, the data for males and females could be divided and the steps for percentaging followed independently for each of the relevant subgroups (males and females). For example, all males in the sample would be treated as a total sample representing 100 percent, and the distribution of responses or summary averages would be computed for the male respondents. The same would be done for women. Thus, for example, the researcher could report that 75% of the female respondents graduated from high school, while 83% of the male respondents graduated from high school.

For those schools which have a small group of questionnaires, the division of questionnaires could be done by hand. First, the questionnaires would be divided into two piles - males and females. Then the results of each set of questionnaires would be tallied separately as described above. For those schools which have a large sample, the division of questionnaires could be done through a simple selection procedure after the data has been entered on computer.

Table Formats

There are a number of guidelines that should be followed in the presentation of tabular data. The following should appear in your tables:

1. Headings or titles that describe the information contained in the table.
2. Values or categories of each variable. In our example, the two categories are "graduated" and "did not graduate". You may need to abreviate more complex response categories, but the meaning should be clear in the table and, of course, the full response should be reported in the text.
3. The base or total number of cases, written as n, upon which percentages are computed. In the table below this number is described as n.
4. Missing data (the total number of respondents who did not answer a particular question).

An example of a table is provided below.

	Males	Females
Graduated	83.0%	75.0%
Did not graduate	17.0%	25.0%
	100.0%	100.0%
n	(62)	(59)
no answer	(5)	(8)

Actually, this table is not just a depiction of subgroups of frequencies. It is also a two-by-two cross tabulation. The

table allows a comparison to be made between two variables, gender and how students exited from high school. From the above data, it is possible to report that more males (83%) graduated from high school than females (75%).

Many of the variables in the first two pages of the record review section can be used to make comparisons (cross tabulations) with variables in the interview section of the questionnaire. It is hoped that this introduction to statistical procedures will help you understand how you can explore ways to further analyze data.

PART VI: PROGRAM IMPLICATIONS

The results of the study should provide schools with accurate information on former students' employment status, post-secondary education and training experiences, living arrangements and social integration. In addition, the data should indicate which high school programs and experiences are most important in promoting positive outcomes in these areas. The final step in the follow-up study is to analyze the relationships between high school programs and outcomes to identify programs which could be revised or added to in order to improve the overall quality of special and regular education.

School districts will need to consider ways to convey the results of the study to both school personnel and the general public, and to allow for these persons to make input into any plans for change. In addition, districts will need to organize training efforts which are aimed at introducing new concepts and programs in the school community. Training may occur on the local level, or it may be coordinated with regional, state, or university training efforts.

An example of how program implications may be made and acted upon can be seen in the area of employment. The original longitudinal study conducted by the University of Vermont found a number of factors that were associated with post-secondary employment. One of these was the relationship between working during high school and employment after high school. Students who

held summer jobs and/or part-time paid employment during the school year were much more likely to be employed after high school than students who had not worked during high school.

This finding implied a need for the creation or strengthening of high school programs that would promote paid employment experiences for high school students with handicapping conditions. Such programs include paid community work experiences, instruction in job search techniques, part-time and summer employment programs, and transition services which connect high school students with post-secondary employment and training options. These programs were instituted in Vermont through joint efforts of the University of Vermont, the State Department of Education, and local school districts to educate and train administrators and teachers in what are considered to be "best practices" in the area of employment for students with handicapping conditions. Training efforts occurred and continue to occur at both the pre-service and in-service levels, and have been generally well-received by school personnel throughout the state.

As mentioned earlier, the results of Vermont's longitudinal study pointed to factors in addition to employment during high school which were associated with post-secondary employment. A discussion of these factors is beyond the scope of this manual; however, interested persons may wish to consult two articles written about the study that are included in Appendix P.

In summary, it is important for school districts to

recognize that the follow-up study does not end with an analysis of study results; rather, the results must be made meaningful through consideration of their implications for future programming. Program changes will require thoughtful planning and training efforts that may not be easy to implement, but they will surely contribute to an improved educational system for students with handicapping conditions.

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APPENDICES

A: Master List

B: Federal Guidelines

C: Letter of Notification

D: Project Coordinator's Countdown Checklist

E: Sample Questionnaire

F: "Short Form" Questionnaire - for training purposes only

G: Coded Questionnaire

H: Letter Sent to Students Not Reached by Telephone

I: DOT Codes

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K: GUIDELINES

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M: Time Logs

N: Order Form for Diskettes

MASTER LIST

DATE_____ NAME OF SCHOOL_____

SEMESTER & YEAR ADDED TO STUDY_____ SCHOOL ADDRESS_____

STUDENT CODE NUMBER	STUDENT NAME, DATE OF BIRTH, ADDRESS, & PHONE NUMBER	PARENT NAME, ADDRESS & PHONE NUMBER	OTHER CONTACT PERSON NAME, ADDRESS, PHONE NUMBER & RELATIONSHIP TO STUDENT	RECORD OF ATTEMPTS TO REACH STUDENT	COMMENTS

LEGAL PROVISIONS
TO ACCESS RECORDS OF SPECIAL EDUCATION STUDENTS

According to the Federal Register Vol. 41, No. 118 - Thursday, June 17, 1976, page 24667, Section 99.31 - when prior consent for disclosure not required - comments were made by individuals who felt that additional individuals, institutions, agencies, or organizations should be able to obtain information from education records without the need for written consent by the parent or student.

The response to these comments appears in Section 438 (b) (1) in P.L. 93-568 (December 31, 1974) (F) "organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted."

The education agency (superintendent) decides whether the organization, agency, or institution meets the aforementioned criteria.

APPENDIX __: LETTER OF NOTIFICATION

School Address

Dear Parent(s):

This letter is to inform you of a follow-up study which will be conducted in our district beginning on _____. The study will involve interviews with former students who participated in special education programs. The purpose of the study is to determine how successful these programs have been in preparing students for adult community life. During the interview, former students will be asked to answer questions about jobs or education they may have had since leaving school, their living arrangements, and the people with whom they spend their free time. The results of the study will be used by the district to determine the strengths and weaknesses of our programs, and to plan for any changes which need to be made to improve the quality of education in our district.

Interviews will be conducted once a year with all (or a group of randomly selected) students who graduated from or left school during the _____ school year. They will take place during the months of _____ and _____, _____ (year). A second round of interviews will take place during the same months the following year.

We will explain the study to your son/daughter before he/she leaves school, and will appreciate your efforts to ensure that he/she participates in the interview when it occurs. If it is not possible for your son/daughter to participate in an interview, we may ask you to answer the questions for him/her.

We welcome any questions you may have regarding this study. Please feel free to call _____, the project coordinator, if you would like further information on the study.

Thank you for your support and assistance in this matter.

Sincerely,

(Superintendent, Principal or other appropriate school personnel)

"Countdown Checklist" for Project Coordinators

1. **PLAN THE STUDY**

_____ Set goals for study

_____ Define sample (general characteristics, size, length of time followed)

_____ Draw sample

- _____ Follow random sampling procedures (if necessary)
- _____ List students alphabetically and assign code numbers
- _____ Construct master list

_____ Set up interview schedule

_____ Send letter of notification to parents

_____ Decide how to meet personnel needs

- _____ Decide how interviewing and coding roles will be filled
- _____ Decide on numbers of interviewers and coders needed

_____ Determine physical facilities to be used in study

- _____ Set up files
- _____ Decide on data analysis system to be used
- _____ Arrange computer access
- _____ Arrange telephone lines and long distance calling procedures

2. PREPARE TO CONDUCT THE STUDY

_____ Decide on questionnaire to be used

_____ Field test questionnaire

_____ Recruit and hire interviewers and coders

_____ Gather materials needed for study

- _____ Assign portions of sample to interviewers and coders
- _____ Duplicate master lists
- _____ Duplicate sections I and II of questionnaire and place them in each student's file folder
- _____ Prepare notebooks for interviewers and coders. Include:
  - _____ Interviewing, recording, editing, and coding procedures
  - _____ DOT coding manuals
  - _____ Skill level charts
  - _____ Telephone procedures
  - _____ Time logs
- _____ Train interviewers and coders
- _____ Set up communication system for coordinator, interviewers and coders

1988 TELEPHONE SURVEY OF GRADUATES/LEAVERS
OF HIGH SCHOOL SPECIAL SERVICES PROGRAMS

SECTION I: RECORD REVIEW

STUDENT NAME:_____

1. Student Identification Code _____ 1. |__|__|__

2. Student Date-of-Birth _____-_____-_____ 2. |__|__|__|__|__|__

3. Gender 1_____Male 2_____Female 3. |__|

4. Race 1___Caucasian 4. |__|
2___Hispanic
3___Black
4___Native American or American Inuit
5___Asian or Pacific Islander
6___Other (please specify):_____

5. Age in years when left school _____ 5. |__|__|

6. Date of exit from school _____ 6. |__|__|__|__|__|__

7. Manner of exit from school 1_____Graduated with diploma 7. |__|
2_____Left (18 & over)
3_____Dropped (under 18)
4_____Completed with certificate
5_____Completed - no document
6_____Graduated, unspecified

8. Most recent high school or vocational program placement: 1_____Mainstreamed (in-class services) 8. |__|
2_____Resource Room
3_____Special Class
4_____Other (please specify):_____

9. Most recent high school program or vocational program location: 1____ Comprehensive High School 9. |__|
2____ Vocational/Technical School
3____ Special Day School
4____ Residential Facility

10. In which high school track was the student enrolled? 10. |__|
(Check only one)

1_____Vocational
2_____Academic
3_____Both vocational and academic
4_____Other (please specify):_____

11. **Primary handicapping condition:** 11. |__|__|

1___ Mentally retarded
2___ Hard of hearing
3___ Deaf
4___ Speech impaired
5___ Visually handicapped
6___ Seriously emotionally disturbed
7___ Orthopedically impaired
8___ Other health impaired
9___ Deaf-blind
10___ Multi-handicapped
11___ Specific learning disabilities

12. **Was the student referred to Vocational Rehabilitation during high school?** 12. |__|

0____ No 1____ Yes 2____ Don't know 3____ N/A

13. **Has the responsible rehabilitation agency developed an IWRP (Individual Written Rehabilitation Plan) for this student?** 13. |__|

0____ No 1____ Yes 2____ Don't Know 3____ N/A

14. **Do you have a copy of the current IWRP on file with this student's records?** 14. |__|

0____ No 1____ Yes 2____ Don't Know

15. **Please fill in the number of instructional hours per week this student participated in the following curriculum areas during his/her final year of school.** (These numbers may be averaged over the year. Please round off minutes to quarter hours).

	Number of hours in classroom instruction		Number of hours in community-based instruction		
	hours	minutes	hours	minutes	
Academics:	____	____	____	____	classroom: |__|__|__|__ community: |__|__|__|__
Vocational Skills:	____	____	____	____	classroom: |__|__|__|__ community: |__|__|__|__
Community Skills:	____	____	____	____	classroom: |__|__|__|__ community: |__|__|__|__
Recreation/Leisure Skills:	____	____	____	____	classroom: |__|__|__|__ community: |__|__|__|__
Home Economics:	____	____	____	____	classroom: |__|__|__|__ community: |__|__|__|__
Industrial Arts:	____	____	____	____	classroom: |__|__|__|__ community: |__|__|__|__
Other areas:	____	____	____	____	classroom: |__|__|__|__ community: |__|__|__|__

(please specify):_____

TOTAL TIME: \|__\|__\|__\|__

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16. **Indicate vocational classes student took in high school.**

		N(o)/ Y(es)	Length Of Class	(SEE KEY)
01	Agriculture, including horticulture	_____	_____	16. ___ ___
02	Auto Mechanics, Auto Body Repair	_____	_____	___ ___
03	Commercial Arts (e.g. printing, photography)	_____	_____	___ ___
04	Computer Programming/Operations	_____	_____	___ ___
05	Construction Trades (e.g. carpentry, electrical, masonry, plumbing)	_____	_____	___ ___
06	Cosmetology, Hairdressing, Barbering	_____	_____	___ ___
07	Drafting	_____	_____	___ ___
08	Electronics	_____	_____	___ ___
09	Occupational Home Economics, including dietetics & child care	_____	_____	___ ___
10	Machine Trades	_____	_____	___ ___
11	Medical or Dental Assisting	_____	_____	___ ___
12	Practical Nursing	_____	_____	___ ___
13	Quantity Food Occupations/ Culinary Arts	_____	_____	___ ___
14	Sales or Merchandising (e.g. retailing)	_____	_____	___ ___
15	Secretarial, Stenographic, Typing or other office work	_____	_____	___ ___
16	Other (please specify):_____			___ ___

KEY:

0 - No 1 - Yes

Length:
1___ 1 semester or less
2___ 1 school year
3___ 3 semesters
4___ 2 school years or more

17. **Did student participate in an apprenticeship or cooperative Vocational Education program?** 17. ___

0_____No 1_____Yes 3_____Don't know

SECTION II: THE INTERVIEW

STUDENT NAME: _____

STUDENT IDENTIFICATION CODE _____ |__|__|__|

INTERVIEW COMPLETED: _____/_____/_____
(Date) (Time) (Name of Interviewer)

SOURCE OF INFORMATION (check primary source) |__|

1_____Former student
2_____Parent/guardian
3_____Teacher/school personnel
4_____Adult service provider
5_____Spouse, sibling, other relative
6_____Other (please specify): _____

NO INTERVIEW BECAUSE: |__|

0_____Not applicable
1____ Unable to locate any of the above
2____ Letter sent; no response
3____ Refused to answer questions
4____ Other (please specify):_____

For verification purposes only:

Student Date-of-Birth _____-_____-_____ |__|__|__|__|__|__|

Age at time of interview _____ |__|__|

I'D LIKE TO BEGIN BY ASKING YOU SOME QUESTIONS ABOUT YOUR WORK EXPERIENCES DURING THE TIME YOU ATTENDED HIGH SCHOOL.....

1. **WHILE STILL IN HIGH SCHOOL DID YOU HAVE ANY <u>PAID SUMMER JOBS</u>?**
(Record the three most recent jobs held since age 16).

0_____NO-----> SKIP TO #2 1. |__|
1_____Yes, subsidized
2_____Yes, unsubsidized
3_____Both subsidized and unsubsidized

<u>JOB DESCRIPTION</u>	<u>WHO GOT YOU THE JOB?</u>	<u>HOW LONG DID YOU WORK AT THIS JOB?</u>	<u>HOW DID YOU GET TO WORK?</u>
a.			
b.			
c.			

Code D.O.T. codes for each job here: (see definitions) job a. |__|__|
job b. |__|__|
job c. |__|__|

Code how former student acquired the job experience here: job a. |__|__|
Code up to 2 responses for each job experience. |__|__|

01 Found job by myself only job b. |__|__|
02 Parents/relatives |__|__|
03 Friends/acquaintances
04 Special Education teacher job c. |__|__|
05 Other high school personnel |__|__|
06 Community employment & training agency
07 Unsolicited offer from an employer
08 Other (please specify): _____

Code length of each summer job here: job a. |__|

1 Month or less job b. |__|
2 1 summer
3 2 summers job c. |__|
4 3 summers

Code primary transportation method for each job here: job a. |__|

1 Walked job b. |__|
2 Drove self
3 Public transportation job c. |__|
4 School transportation
5 Parent drove me
6 Co-worker/friend drove me
7 Other (please specify):_____

2. **DID YOU HAVE A REGULAR PAID JOB <u>DURING THE SCHOOL YEAR</u> WHILE ATTENDING HIGH SCHOOL?** (Record the three most recent jobs held since age 16).

0_____NO -----> SKIP TO #3 — 2. |__|
1_____Yes, subsidized
2_____Yes, unsubsidized
3_____Both subsidized and unsubsidized

JOB DESCRIPTION	WHO GOT YOU THE JOB?	HOW LONG DID YOU WORK AT THIS JOB?	HOW DID YO GET TO WOR
a.			
b.			
c.			

Code D.O.T. codes for each job here: (see definitions) — job a. |__|__|
job b. |__|__|
job c. |__|__|

Code how former student acquired the high school job here: — job a. |__|__| |__|__|
Code up to 2 responses for each high school job

01 Found job by myself only — job b. |__|__| |__|__|
02 Parents/relatives
03 Friends/acquaintances
04 Special Education teacher — job c. |__|__| |__|__|
05 Other high school personnel
06 Community employment & training agency
07 Unsolicited offer from an employer
08 Other (please specify): _____

Code length of each work experience here: — job a. |__| job b. |__| job c. |__|

1 Month or less
2 6 months or less
3 1 year or less
4 More than 1 year, 3 years or less

Code primary transportation method for each job here: — job a. |__|

1 Walked — job b. |__|
2 Drove self
3 Public transportation — job c. |__|
4 School transportation
5 Parent drove me
6 Co-worker/friend drove me
7 Other (please specify):_____

3. **DID YOUR SCHOOL PROGRAM INCLUDE ANY WORK EXPERIENCE? THIS COULD BE PAID OR UNPAID WORK, BUT IT WOULD BE PART OF A CLASS.** (Do not include cooperative work experiences here. Record the three most recent work experiences held since age 16).

0_____NO -----> SKIP TO #4
1_____Yes, paid work experience
2_____Yes, unpaid work experience

3. |__|

	JOB DESCRIPTION	JOB LOCATION (HS/COMM.)	WHO GOT YOU THE JOB?	HOW LONG DID YOU WORK AT THIS JOB?	HOW DID YOU GET TO WO
a.					
b.					
c.					

Code D.O.T. codes for each work experience here: (see definitions)

job a. |__|__|
job b. |__|__|
job c. |__|__|

Code location of work experience here:

1 Home High School or Vocational Center
2 Community

job a. |__|
job b. |__|
job c. |__|

Code how former student got the work experience here: (Code up to 2 responses for each work experience)

job a. |__|__|
|__|__|
job b. |__|__|
|__|__|
job c. |__|__|
|__|__|

High School Codes		Community Codes
01	Found job by myself only	09
02	Parents/relatives	10
03	Friends/acquaintances	11
04	Special Education teacher	12
05	Other high school personnel	13
06	Community employment & training agency	14
07	Unsolicited offer from an employer	15
08	Other (please specify):_____	16

Code length of each work experience here:

1 Month or less
2 6 months or less
3 1 year or less
4 More than 1 year, 3 years or less

job a. |__|
job b. |__|
job c. |__|

Code primary transportation method for each work experience here:

1 Walked
2 Drove self
3 Public Transportation
4 School Transportation
5 Parent drove me
6 Co-worker/Friend drove me
7 Other (please specify):_____

job a. |__|
job b. |__|
job c. |__|

!!!! Note: question #4 should be asked only of those students who did not take vocational classes.

4. FROM YOUR SCHOOL RECORDS, I NOTICED THAT YOU DIDN'T TAKE ANY VOCATIONAL CLASSES. WAS THERE A REASON WHY YOU DIDN'T TAKE ANY VOCATIONAL CLASSES? 4. |__|__|__|
(Check all that apply; code up to three responses)

0____ Not applicable
1____ Not part of my program
2____ Didn't know about it
3____ Friends didn't go
4____ Parents didn't want me to go
5____ Told I couldn't go (e.g. no room, don't have the skills)
6____ Didn't want to
7____ Lack of transportation
8____ Other (please specify):_____

5. HOW WOULD YOU DESCRIBE THE VOCATIONAL PREPARATION YOU RECEIVED IN HIGH SCHOOL? WAS IT: 5. |__|

very helpful (1) helpful (2) not very helpful (3) not helpful at all (4)

WHY? _____

_____

6. WHAT KIND OF VOCATIONAL PREPARATION DO YOU WISH YOU HAD RECEIVED IN HIGH SCHOOL?

_____

_____

7. HOW WOULD YOU DESCRIBE THE COURSEWORK YOU RECEIVED IN HIGH SCHOOL? WAS IT: 7. |__|

very helpful (1) helpful (2) not very helpful (3) not helpful at all (4)

WHY? _____

_____

8. WHAT KIND OF COURSEWORK DO YOU WISH YOU HAD RECEIVED?

_____

_____

9. **WAS THERE A PERSON WHO WORKED AT HIGH SCHOOL WHO WAS VERY HELPFUL WHEN YOU WERE PLANNING FOR YOUR FUTURE?**

0_____No one -----> **SKIP TO QUESTION #10** 9. |__|

_____Yes **If YES, then ask: WHO WAS THAT PERSON?**

1_____Guidance Counselor
2_____Special Education teacher
3_____Vocational Education teacher
4_____Regular teacher
5_____School Administrator
6_____School Psychologist
7_____Other school personnel (please specify):_____

10. **SINCE LEAVING HIGH SCHOOL OR A VOCATIONAL CENTER, HAVE YOU TAKEN ANY EDUCATIONAL OR VOCATIONAL CLASSES OR PROGRAMS TO HELP YOU IN PREPARING FOR WORK?** (Check all that apply; code up to three responses) 10. |__| |__| |__|

0_____No -----> **SKIP TO QUESTION #11, <u>if applicable</u>** or

-----> **TO QUESTION #12**

_____Yes **WHAT CLASSES OR PROGRAMS?**

1_____At a high school or vocational/technical school
2_____At post-secondary school
3_____Graduate Equivalency Degree (GED)
4_____Adult Basic Education (ABE)
5_____Job Corps
6_____Military
7_____Other (please specify): _____

!!!!! Note: **if student dropped out or left h.S. Without graduating or completing, (see question #7, of the record review section), then ask the following:**

11. **JUST ONE MORE QUESTION ABOUT HIGH SCHOOL. I SEE THAT YOU LEFT HIGH SCHOOL WITHOUT GRADUATING. CAN YOU TELL ME WHY YOU LEFT SCHOOL WHEN YOU DID?** (Check all that apply; code up to three responses) 11. |__| |__| |__|

1_____Teacher/administrator recommendation
2_____Parents wanted me to
3_____To work
4_____Personal reasons
5_____I wanted to
6_____Reached time limit
7_____Felt I wasn't learning; it wasn't useful
8_____Other (please specify):_____

NOW I'D LIKE TO ASK YOU ABOUT YOUR WORK EXPERIENCES SINCE YOU LEFT HIGH SCHOOL.....

12. COULD YOU TELL ME ABOUT WHAT YOU ARE DOING NOW? ARE YOU WORKING? 12. |__|

0_____Unemployed ------> Continue to Question #13

1_____In subsidized employment -----> Skip to Question #14

2_____In unsubsidized employment----> Skip to Question #14

3_____In a sheltered workshop ------> Skip to Question #25

13. CAN YOU TELL ME WHY YOU AREN'T WORKING? 13. |__|__|
(Check all that apply; code up to three responses) |__|__|
|__|__|

00_____Not applicable
01_____Homemaker
02_____Full-time post-secondary student, unemployed
03_____In job training (e.g. Job Corps)
04_____Getting SSI disability benefits
05_____Unable to find a job
06_____Unable to find a job I want
07_____I don't want to look for work
08_____My parents don't want me to work
09_____In a seasonal job, not currently in progress
10_____Transportation problems
11_____In a day activity/treatment program
12_____Have a job which has not yet begun
13_____Other (please specify):_____

-----> SKIP TO QUESTION #26

14. WHAT IS YOUR JOB TITLE?_____ 14. |__|__|
(DOT)

WHAT DO YOU DO? _____

_____

!!!! Note: if student has more than one job, code information from questions #14-25 on the job she/he spends the most time at or considers the most important. Information on other jobs should be listed under question #28.

Skill class of present job. (See definitions) |__|

1 Skilled
2 Semi-skilled
3 Unskilled

15. **WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK?** 15. |__|__|
(Check all that apply; code up to 3 responses)* |__|__|
|__|__|

00_____Not applicable
01_____Found job by myself only
02_____Parents/relatives
03_____Friends/aquaintances
04_____Special Education teacher
05_____Other high school personnel
06_____Community employment and training agency
07_____Military recruiter
08_____Unsolicited offer from an employer
09_____Other (please specify):_____

* If more than 3 responses are checked for categories 01-09, ask the following question: **OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 WERE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

16. **WHAT METHODS DID YOU USE TO FIND YOUR JOB?** 16. |__|__|
(Check all that apply; code up to 3 responses)* |__|__|
|__|__|

00_____Not applicable
01_____Answered ad
02_____Called employer on the phone
03_____Used yellow pages to identify places to call or visit
04_____Walked-in to places of employment
05_____Used resume
06_____Sent letter to potential employer
07_____Responded to "help wanted" sign
08_____Family member offered me a job
09_____Unsolicited offer from an employer
10_____Worked with community employment & training agencies
11_____Other (please specify): _____

* If more than 3 responses are checked for categories 01-11, ask the following question: **OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 WERE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

17. **WHAT TRANSPORTATION METHOD DO YOU USUALLY USE TO GET TO WORK?** 17. |__|

0_____Not applicable
1_____Walk
2_____Drive self
3_____Public transportation (e.g. bus, taxi)
4_____Parent drives me
5_____Co-worker/friend drives me
6_____Other (please specify):_____

18. **HOW MANY HOURS DO YOU WORK EACH WEEK?** _____ 18. |__|

0_____ Not applicable
1_____ Full-time (37.5 hours/week or more)
2_____ Part-time (21 to 37 hours per week)
3_____ Part-time (less than 21 hours/week)

19. **DO YOU GET FRINGE BENEFITS WITH YOUR JOB?** 19. |__|

0____ N/A 2____ Yes 4_____ Don't Know
1____ No 3____ Probationary period

Please specify benefits:_____
(e.g. "all of them", health insurance, vacation, etc.)

Student can name benefits:

0 N/A
1 No |__|
2 Yes

20. **WHEN DID YOU START THIS JOB?** _____ 20. |__|__|__
(Record only time since high school)

(Code the number of weeks that the student has held this job. See coding guidelines for special instructions).

21. **HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB?** 21. |__|

0_____ Not applicable
1_____ Day or less
2_____ More than day, less than month
3_____ Month or more
4_____ I don't know
5_____ I wasn't looking, same job as in high school
6_____ I wasn't looking, employer called me

22. **WHAT IS YOUR SALARY ON THIS JOB?** _____ 22. |__|

Hourly salary:

0_____ $0.00
1_____ $.01 - $3.54
2_____ $3.55 (min. wage)
3_____ $3.56 - $5.00
4_____ $5.01 + (please specify:_____)
5_____ I don't know
6_____ By the job, Whatever they'll pay me, etc.

(Weekly Salary: _____)

23. **WHAT WAS YOUR SALARY WHEN YOU STARTED THIS JOB?**_____ 23. |__|

Hourly salary:

0_____ $0.00
1_____ $.01 - $3.54
2_____ $3.55 (min. wage)
3_____ $3.56 - $5.00
4_____ $5.01 + (please specify):_____
5_____ I don't know
6_____ By the job, Whatever they'll pay me, etc.

(Weekly Salary:_____)

24. **ARE YOU SATISFIED WITH YOUR CURRENT JOB?** 24. |__|

0_____ N/A 1____ No 2_____ Yes 3_____ Not sure

WHY?

_____

_____

_____

25. **WHO DO YOU TALK TO ABOUT WORK-RELATED PROBLEMS?** 25. |__|__|
(Check all that apply; code up to three responses) |__|__|
|__|__|

00_____ Not applicable
01_____ Parent/guardian
02_____ Other family member
03_____ Spouse
04_____ Friend
05_____ Housemate
06_____ Paid staff
07_____ Co-worker
08_____ Work supervisor
09_____ High school personnel (please specify):_____
10_____ Don't need to talk to anyone
11_____ Don't have anyone to talk to
12_____ Other (please specify):_____

---->SKIP TO QUESTION # 28 for students working in sheltered workshops

!!!!!! NOTE: QUESTIONS #26 & #27 SHOULD BE ASKED ONLY OF THOSE STUDENTS WHO ARE NOT CURRENTLY WORKING.

26. ARE YOU LOOKING FOR WORK? 26. |__|__|

00 _____NO ---->SKIP TO QUESTION #28

_____YES WHO IS HELPING YOU LOOK FOR WORK? (check all that apply; code up to 3 responses)*

01_____Looking by myself
02_____Parents/Relatives
03_____Friends/Acquaintances
04_____Special Education teacher
05_____Other high school personnel
06_____Community employment & training agency
07_____Military recruiter
08_____Other (please specify):_____

* If more than 3 responses are checked for categories 01-08, ask the following question: OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 SEEM TO BE MOST HELPFUL TO YOU IN LOOKING FOR A JOB? (code these 3 responses)

27. WHAT METHODS ARE YOU USING TO LOOK FOR A JOB? 27. |__|__|
(check all that apply; code up to 3 responses)*

00 _____Not applicable
01 _____Checking newspaper ads
02 _____Calling employers on the phone
03 _____Using yellow pages to identify places to call or visit
04 _____"Walking-in" to places of employment
05 _____Using resumes
06 _____Sending letters to potential employers
07 _____Responding to "help wanted" signs
08 _____Working with community employment & training agency
09 _____Other (please specify): _____

* If more than 3 responses are checked for categories 01-09, ask the following question: OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 SEEM TO BE MOST HELPFUL TO YOU IN LOOKING FOR A JOB? (code these 3 responses)

28. **PLEASE TELL ME ABOUT ANY OTHER JOBS YOU'VE HAD SINCE HIGH SCHOOL.** 28. |__|__|__|
(Begin with the job held first after high school and list all jobs held prior to the current job, if any. Include subsidized jobs but not volunteer positions or sheltered workshop experiences. Code total # of weeks employed).

If no other jobs-----> SKIP TO #29

	JOB TITLE/ JOB DESCRIPTION	DATES OF EMPLOYMENT	# OF WEEKS EMPLOYMENT
a)			
b)			
c)			
d)			
e)			
f)			

(Use back of page if additional space is needed).

Calculate and code total number of jobs since high school (See #28; add current job and all previous jobs _____) |__|__|

Calculate and code total number of weeks employed since high school_____. (See #28; add number of weeks employed at current job and all previous jobs). |__|__|__|

Calculate and code percent time employed since high school. (Divide total number of weeks employed by number of weeks since exit from high school). |__|__|__|

29. **WHAT ARE YOUR FUTURE JOB PLANS?**

_____

_____

30. IF YOU COULD HAVE ANY KIND OF JOB YOU WANTED, WHAT JOB WOULD YOU PICK?

_____

Code up to three responses here: |__|__| |__|__| |__|__|

00 No change

01 Artistic (e.g. painting, drama, chorus, entertainment)
02 Assembly (e.g. factory work)
03 Auto Mechanics, Auto Body Repair
04 Commercial or Graphic Arts (e.g. printing, photography)
05 Computer Programming/Operations
06 Construction Trades (e.g. carpentry, electrical, masonry, plumbing)
07 Cosmetology, Hairdressing, Barbering
08 Drafting
09 Driver (e.g. taxi, truck, bus, heavy equipment)
10 Electronics
11 Farm work/working with animals
12 Health occupations (e.g. dental assistant, nursing assistant)
13 Machine Trades
14 Military
15 Physical work (e.g. labor, sports)
16 Restaurant work
17 Retail sales
18 Secretarial, Stenographic, Typing or other office work

19 Work for money
20 Work with people/children

21 Other (please specify):_____

I'D JUST LIKE TO ASK A FEW MORE QUESTIONS. THESE ARE ABOUT YOUR PRESENT LIVING ARRANGEMENTS AND WHAT YOU DO IN YOUR SPARE TIME.....

31. WHERE DO YOU LIVE? 31. |__|__|

01_____ With parent(s)/guardian(s)
02_____ With spouse's parents
03_____ In a group home
04_____ In a supervised apartment
05_____ Living independently (single or married)
06_____ With relatives
07_____ Military housing
08_____ Community Care home
09_____ Other (please specify):_____

32. IS THERE ANYTHING YOU WOULD LIKE TO CHANGE ABOUT YOUR LIVING ARRANGEMENTS? (Check all that apply; code up to three responses) 32. |__|__| |__|__| |__|__|

00_____ No change
01_____ Change environment (i.e. furniture, paint)
02_____ Like to move
03_____ Like to have a <u>different</u> roommate/housemate
04_____ Have my own place
05_____ Live with relative
06_____ Live with friend
07_____ Live with guardian
08_____ Other (please specify):_____

33. WITH WHOM DO YOU SPEND TIME ON THE WEEKENDS AND EVENINGS? (Check all that apply; code up to three responses) 33. |__| |__| |__|

1_____ Parent/guardian
2_____ Relative
3_____ Friend
4_____ Roommate/housemate
5_____ Paid staff
6_____ Other (please specify):_____

34. WITH WHOM WOULD YOU LIKE TO SPEND MORE TIME IF YOU COULD? (Check all that apply; code up to three responses) 34. |__| |__| |__|

1_____ Parent/guardian
2_____ Relative
3_____ Friend
4_____ Roommate/housemate
5_____ Paid staff
6_____ Other (please specify):_____

WHY?_____

_____

35. WHO DO YOU TALK TO ABOUT PROBLEMS THAT ARE NOT WORK-RELATED? 35. |__|__|
(Check all that apply; code up to three responses) |__|__|
|__|__|

01_____ Parent/guardian
02_____ Relative
03_____ Spouse
04_____ Friend
05_____ Roommate/housemate
06_____ Paid staff
07_____ Co-worker
08_____ Work supervisor
09_____ High school personnel (please specify):_____
10_____ Don't need to talk to anyone
11_____ Don't have anyone to talk to
12_____ Other (please specify):_____

36. WHO ASKS YOU FOR HELP? 36. |__|
(Check all that apply; code up to three responses) |__|
|__|

1_____ Parent/guardian
2_____ Relative
3_____ Spouse
4_____ Friend
5_____ Roommate/housemate
6_____ Paid staff
7_____ No one asks for my help
8_____ Other (please specify):_____

37. WHAT KIND OF HELP DO THEY ASK YOU FOR? 37. |__|
(Check all that apply, code up to three responses) |__|
|__|

1_____ Transportation
2_____ Physical help
3_____ Chores (e.g. shopping, cleaning)
4_____ Personal problems/Advice
5_____ Instructions
6_____ No one asks for my help
7_____ Other (please specify):_____

I APPRECIATE YOUR TAKING THE TIME TO TALK TO ME.....

THANKS FOR YOUR HELP!

1988 TELEPHONE SURVEY OF GRADUATES/LEAVERS
OF HIGH SCHOOL SPECIAL SERVICES PROGRAMS

SECTION I: RECORD REVIEW SECTION

1. Student Identification Code
2. Student Date-of-Birth
3. Gender
4. Race
5. Age in years when left school
6. Date of exit from school
7. Manner of exit from school
8. Most recent high school or vocational program placement:
9. Most recent high school program location:
10. In which high school track was the student enrolled?
11. Handicapping condition:
12. Was the student referred to Vocational Rehabilitation during high school?
13. Has the responsible rehabilitation agency developed an IWRP (Individual Written Rehabilitation Plan) for this student?
14. Do you have a copy of the current IWRP on file with this student's records?
15. Please fill in the number of hours per instructional week this student participated in the following curriculum areas during his/her final year of school.
16. Indicate vocational classes student took in high school.
17. Did student participate in an apprenticeship or cooperative vocational education program?

SECTION II: INTERVIEW SECTION:

STUDENT NAME:_____

STUDENT IDENTIFICATION CODE:

INTERVIEW COMPLETED:_____/_____/_____
(Date) (Time) (Name of Interviewer)

SOURCE OF INFORMATION (check primary source)

NO INTERVIEW BECAUSE:
1.____Unable to locate any of the above
2.____Letter sent; no response
3.____Refused to answer questions
4.____Other:_____

For verification purposes only:

Student Date-of-Birth

Age at time of interview

1. WHILE STILL IN SCHOOL DID YOU HAVE ANY PAID SUMMER JOBS?

   a. Job description
   b. Who got you the job?
   c. How long did you work at this job?
   d. How did you get to work?

2. DID YOU HAVE A REGULAR PAID JOB DURING THE SCHOOL YEAR WHILE ATTENDING HIGH SCHOOL?

   a. Job description
   b. Who got you the job?
   c. How long did you work at this job?
   d. How did you get to work?

3. DID YOUR SCHOOL PROGRAM INCLUDE ANY WORK EXPERIENCE? THIS COULD BE PAID OR UNPAID WORK, BUT IT WOULD BE PART OF A CLASS.

   a. Job description
   b. Job Location
   c. Who got you the job?
   d. How long did you work at this job?
   e. How did you get to work?

!!!! Note: question #4 should be asked only of those students who did not take vocational classes.

4. FROM YOUR SCHOOL RECORDS, I NOTICED THAT YOU DIDN'T TAKE ANY VOCATIONAL CLASSES. WAS THERE A REASON WHY YOU DIDN'T TAKE ANY VOCATIONAL CLASSES?

5. HOW WOULD YOU DESCRIBE THE VOCATIONAL PREPARATION YOU RECEIVED IN HIGH SCHOOL? WAS IT: VERY HELPFUL; HELPFUL; NOT VERY HELPFUL; NOT HELPFUL AT ALL.....WHY?

6. WHAT KIND OF VOCATIONAL PREPARATION DO YOU WISH YOU HAD RECEIVED IN HIGH SCHOOL?

7. HOW WOULD YOU DESCRIBE THE COURSEWORK YOU RECEIVED IN HIGH SCHOOL? WAS IT: VERY HELPFUL; HELPFUL; NOT VERY HELPFUL; NOT HELPFUL AT ALL.....WHY?

8. WHAT KIND OF COURSEWORK DO YOU WISH YOU HAD RECEIVED?

9. WHILE YOU WERE IN SCHOOL, WAS THERE A PERSON AT SCHOOL WHO WAS VERY HELPFUL WHEN YOU WERE PLANNING FOR YOUR FUTURE?

BEST COPY AVAILABLE

10. SINCE LEAVING HIGH SCHOOL OR VOCATIONAL CENTER, HAVE YOU TAKEN ANY EDUCATIONAL OR VOCATIONAL CLASSES OR PROGRAMS WHICH SHOULD HELP YOU IN PREPARING FOR WORK?

    What classes or programs?

!!!!! Note: if student dropped out or left h.S. Without graduating or completing, (see question #8) then ask the following:

11. JUST ONE MORE QUESTION ABOUT HIGH SCHOOL. I SEE THAT YOU LEFT HIGH SCHOOL WITHOUT GRADUATING. CAN YOU TELL ME WHY YOU LEFT SCHOOL WHEN YOU DID?

12. COULD YOU TELL ME ABOUT WHAT YOU ARE DOING NOW? ARE YOU WORKING?

13. CAN YOU TELL ME WHY YOU AREN'T WORKING?

14. WHAT IS YOUR JOB TITLE? WHAT DO YOU DO?

15. WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK?

16. WHAT METHODS DID YOU USE TO FIND YOUR JOB?

17. WHAT TRANSPORATION METHOD DO YOU USUALLY USE TO GET TO WORK?

18. HOW MANY HOURS DO YOU WORK EACH WEEK?

19. DO YOU GET FRINGE BENEFITS WITH YOUR JOB?

20. WHEN DID YOU START THIS JOB?

21. HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB?

22. WHAT IS YOUR SALARY ON THIS JOB?

23. WHAT WAS YOUR SALARY WHEN YOU STARTED THIS JOB?

24. ARE YOU SATISFIED WITH YOUR CURRENT JOB?

    WHY?

25. WHO DO YOU TALK TO ABOUT WORK-RELATED PROBLEMS?

!!!!!! Note: questions 26 & 27 should be asked only of those students who are <u>not</u> currently working.

26. ARE YOU LOOKING FOR WORK?

    WHO IS HELPING YOU LOOK FOR WORK?

27. WHAT METHODS ARE YOU USING TO LOOK FOR A JOB?

28. PLEASE TELL ME ABOUT ANY OTHER JOBS YOU'VE HAD <u>SINCE HIGH SCHOOL</u>.

    a. Job title/job description
    b. Dates of employment
    c. # of weeks of employment

29. WHAT ARE YOUR FUTURE JOB PLANS?

30. IF YOU COULD HAVE ANY KIND OF JOB YOU WANTED, WHAT JOB WOULD YOU PICK?

31. WHERE DO YOU LIVE?

32. IS THERE ANYTHING YOU WOULD LIKE TO CHANGE ABOUT YOUR LIVING ARRANGEMENTS?

33. WITH WHOM DO YOU SPEND TIME ON THE WEEKEND AND EVENINGS?

34. WITH WHOM WOULD YOU LIKE TO SPEND MORE TIME IF YOU COULD?

35. WHO DO YOU TALK TO ABOUT PROBLEMS THAT ARE NOT WORK-RELATED?

36. WHO ASKS YOU FOR HELP?

37. WHAT KIND OF HELP DO THEY ASK YOU FOR?

I APPRECIATE YOUR TAKING THE TIME TO TALK TO ME.....

THANKS FOR YOUR HELP!

1988 TELEPHONE SURVEY OF GRADUATES/LEAVERS OF HIGH SCHOOL SPECIAL SERVICES PROGRAMS

SECTION I: RECORD REVIEW

STUDENT NAME: ED LADD

1. Student Identification Code CC1 — 1. |_|_|_|

2. Student Date-of-Birth 12 - 29 - 70 — 2. |_|2|9|_|7|0|

3. Gender 1 ✓ Male 2 ___ Female — 3. |1|

4. Race
1 ✓ Caucasian
2 ___ Hispanic
3 ___ Black
4 ___ Native American or American Inuit
5 ___ Asian or Pacific Islander
6 ___ Other (please specify): _____
— 4. |1|

5. Age in years when left school 17 — 5. |1|7|

6. Date of exit from school February 26, 1987 — 6. |0|2|2|6|8|7|

7. Manner of exit from school
1 ___ Graduated with diploma
2 ___ Left (18 & over)
3 ✓ Dropped (under 18)
4 ___ Completed with certificate
5 ___ Completed - no document
6 ___ Graduated, unspecified
— 7. |3|

8. Most recent high school or vocational program placement:
1 ___ Mainstreamed (in-class services)
2 ✓ Resource Room
3 ___ Special Class
4 ___ Other (please specify): _____
— 8. |2|

9. Most recent high school program or vocational program location:
1 ✓ Comprehensive High School
2 ___ Vocational/Technical School
3 ___ Special Day School
4 ___ Residential Facility
— 9. |1|

10. In which high school track was the student enrolled? (Check only one) — 10. |3|

1 ___ Vocational
2 ___ Academic
3 ✓ Both vocational and academic
4 ___ Other (please specify): _____

11. **Primary handicapping condition:** 11. |__|__|

1___ Mentally retarded
2___ Hard of hearing
3___ Deaf
4___ Speech impaired
5___ Visually handicapped
6___ Seriously emotionally disturbed
7___ Orthopedically impaired
8___ Other health impaired
9___ Deaf-blind
10___ Multi-handicapped
11_✓_ Specific learning disabilities

12. **Was the student referred to Vocational Rehabilitation during high school?** 12. |__|

0___ No 1_✓_ Yes 2___ Don't know 3___ N/A

13. **Has the responsible rehabilitation agency developed an IWRP (Individual Written Rehabilitation Plan) for this student?** 13. |__|

0___ No 1_✓_ Yes 2___ Don't Know 3___ N/A

14. **Do you have a copy of the current IWRP on file with this student's records?** 14. |__|

0_✓_ No 1___ Yes 2___ Don't Know

15. **Please fill in the number of instructional hours per week this student participated in the following curriculum areas during his/her final year of school.** (These numbers may be averaged over the year. Please round off minutes to quarter hours).

	Number of hours in classroom instruction		Number of hours in community-based instruction		
	hours	minutes	hours	minutes	
Academics:	35	—	—	—	classroom: 35 community: 0
Vocational Skills:	30	—	30	—	classroom: 0 community: 0
Community Skills:	—	—	—	—	classroom: 0 community: 0
Recreation/Leisure Skills:	—	—	—	—	classroom: 0 community: 0
Home Economics:	—	—	—	—	classroom: 0 community: 0
Industrial Arts:	—	—	—	—	classroom: 0 community: 0
Other areas:	—	—	—	—	classroom: 0 community: 0

(please specify): _____

TOTAL TIME: 65

16. Indicate vocational classes student took in high school.

		N(o)/ Y(es)	Length Of Class	(SEE KEY)
01	Agriculture, including horticulture	N		16.
02	Auto Mechanics, Auto Body Repair	X	2	
03	Commercial Arts (e.g. printing, photography)	N		
04	Computer Programming/Operations	N		
05	Construction Trades (e.g. carpentry, electrical, masonry, plumbing)	X	1	
06	Cosmetology, Hairdressing, Barbering	N		
07	Drafting	N		
08	Electronics	N		
09	Occupational Home Economics, including dietetics & child care	N		
10	Machine Trades	N		
11	Medical or Dental Assisting	N		
12	Practical Nursing	N		
13	Quantity Food Occupations/ Culinary Arts			
14	Sales or Merchandising (e.g. retailing)	N		
15	Secretarial, Stenographic, Typing or other office work	N		
16	Other (please specify):_____			

KEY:

0 - No 1 - Yes

Length: 1___ 1 semester or less
2___ 1 school year
3___ 3 semesters
4___ 2 school years or more

17. Did student participate in an apprenticeship or cooperative Vocational Education program? 17.

0 ✓ No 1_____Yes 3_____Don't know

SECTION II: THE INTERVIEW

STUDENT NAME: JED LADD

STUDENT IDENTIFICATION CODE 001 |_|_|_|

INTERVIEW COMPLETED: March 21 / 10:30 / DEBBIE [illegible]
(Date) (Time) (Name of Interviewer)

SOURCE OF INFORMATION (check primary source) |1|

1 ✓ Former student
2 ____ Parent/guardian
3 ____ Teacher/school personnel
4 ____ Adult service provider
5 ____ Spouse, sibling, other relative
6 ____ Other (please specify): _____

NO INTERVIEW BECAUSE: |0|

0 ✓ Not applicable
1 ____ Unable to locate any of the above
2 ____ Letter sent; no response
3 ____ Refused to answer questions
4 ____ Other (please specify): _____

For verification purposes only:

Student Date-of-Birth 12 - 29 - 70 |1|2|2|9|7|0|

Age at time of interview 18 |1|8|

I'D LIKE TO BEGIN BY ASKING YOU SOME QUESTIONS ABOUT YOUR WORK EXPERIENCES DURING THE TIME YOU ATTENDED HIGH SCHOOL.....

1. WHILE STILL IN HIGH SCHOOL DID YOU HAVE ANY PAID SUMMER JOBS? (Record the three most recent jobs held since age 16).

0_____NO-----> SKIP TO #2 — 1. |2|
1_____Yes, subsidized
2__x__Yes, unsubsidized
3_____Both subsidized and unsubsidized

	JOB DESCRIPTION	WHO GOT YOU THE JOB?	HOW LONG DID YOU WORK AT THIS JOB?	HOW DID YOU GET TO WORK
a.	Mow lawns/ rake leaves	Father	1 month	Rode the bus
b.	Pump gas	Friend	1 month	walked
c.	Dishwasher	Self	3 weeks	Drove self

Code D.O.T. codes for each job here: (see definitions)
job a. |2|4|
job b. |2|2|
job c. |2|3|

Code how former student acquired the job experience here:
Code up to 2 responses for each job experience.
job a. |2|2| |_|_|
job b. |2|3| |_|_|
job c. |2|1| |2|_|

01 Found job by myself only
02 Parents/relatives
03 Friends/acquaintances
04 Special Education teacher
05 Other high school personnel
06 Community employment & training agency
07 Unsolicited offer from an employer
08 Other (please specify): _____

Code length of each summer job here:
job a. |1|
job b. |1|
job c. |1|

1 Month or less
2 1 summer
3 2 summers
4 3 summers

Code primary transportation method for each job here:
job a. |2|
job b. |1|
job c. |1|

1 Walked
2 Drove self
3 Public transportation
4 School transportation
5 Parent drove me
6 Co-worker/friend drove me
7 Other (please specify):_____

2. **DID YOU HAVE A REGULAR PAID JOB <u>DURING THE SCHOOL YEAR</u> WHILE ATTENDING HIGH SCHOOL?** (Record the three most recent jobs held since age 16).

0_____NO -----> SKIP TO #3
1__/__Yes, subsidized
2_____Yes, unsubsidized
3_____Both subsidized and unsubsidized

2. |1|

	JOB DESCRIPTION	WHO GOT YOU THE JOB?	HOW LONG DID YOU WORK AT THIS JOB?	HOW DID YO GET TO WOR
a.	Counter clerk/Burger King	Friend	2 weeks	City
b.	Ski Lift Operator	Uncle/Parent	5 months	Parent
c.				

Code D.O.T. codes for each job here: (see definitions)
job a. |2|3|
job b. |2|3|
job c. |2|2|

Code how former student acquired the high school job here:
Code up to 2 responses for each high school job
job a. |0|3| |0|2|
job b. |_|_| |_|_|
job c. |0|3| |_|_|

01 Found job by myself only
02 Parents/relatives
03 Friends/acquaintances
04 Special Education teacher
05 Other high school personnel
06 Community employment & training agency
07 Unsolicited offer from an employer
08 Other (please specify): _____

Code length of each work experience here:
1 Month or less
2 6 months or less
3 1 year or less
4 More than 1 year, 3 years or less
job a. |1|
job b. |3|
job c. |3|

Code primary transportation method for each job here:
1 Walked
2 Drove self
3 Public transportation
4 School transportation
5 Parent drove me
6 Co-worker/friend drove me
7 Other (please specify):_____
job a. |5|
job b. |5|
job c. |_|

3. **DID YOUR SCHOOL PROGRAM INCLUDE ANY WORK EXPERIENCE? THIS COULD BE PAID OR UNPAID WORK, BUT IT WOULD BE PART OF A CLASS.** (Do not include cooperative work experiences here. Record the three most recent work experiences held since age 16).

0_____NO -----> SKIP TO #4
1_____Yes, paid work experience
2_____Yes, unpaid work experience

3. |N|

	JOB DESCRIPTION	JOB LOCATION (HS/COMM.)	WHO GOT YOU THE JOB?	HOW LONG DID YOU WORK AT THIS JOB?	HOW DID YOU GET TO WO
a.	Clean Shop/Room	HS	SP Ed/Other HS	5 weeks	Car
b.	Library/Computer	Comm	SP Ed./Emp Agency	2-3 months	School
c.	Mechanic/Service Station	Comm	Parent/Self	1 Months	Car

Code D.O.T. codes for each work experience here: (see definitions)
job a. |_|_|
job b. |_|_|
job c. |_|_|

Code location of work experience here:
job a. |_|
job b. |_|
job c. |_|

1 Home High School or Vocational Center
2 Community

Code how former student got the work experience here: (Code up to 2 responses for each work experience)
job a. |_|_|
|_|_|
job b. |_|_|
|_|_|
job c. |_|_|
|_|_|

High School Codes		Community Codes
01	Found job by myself only	09
02	Parents/relatives	10
03	Friends/acquaintances	11
04	Special Education teacher	12
05	Other high school personnel	13
06	Community employment & training agency	14
07	Unsolicited offer from an employer	15
08	Other (please specify):_____	16

Code length of each work experience here:
job a. |_|
job b. |_|
job c. |_|

1 Month or less
2 6 months or less
3 1 year or less
4 More than 1 year, 3 years or less

Code primary transportation method for each work experience here:
job a. |_|
job b. |_|
job c. |_|

1 Walked
2 Drove self
3 Public Transportation
4 School Transportation
5 Parent drove me
6 Co-worker/Friend drove me
7 Other (please specify): at High School

!!!! Note: question #4 should be asked only of those students who did not take vocational classes.

4. FROM YOUR SCHOOL RECORDS, I NOTICED THAT YOU DIDN'T TAKE ANY VOCATIONAL CLASSES. WAS THERE A REASON WHY YOU DIDN'T TAKE ANY VOCATIONAL CLASSES? 4. |__|__|__|
(Check all that apply; code up to three responses)

0 ✓ Not applicable
1 ____ Not part of my program
2 ____ Didn't know about it
3 ____ Friends didn't go
4 ____ Parents didn't want me to go
5 ____ Told I couldn't go (e.g. no room, don't have the skills)
6 ____ Didn't want to
7 ____ Lack of transportation
8 ____ Other (please specify): _____

5. HOW WOULD YOU DESCRIBE THE VOCATIONAL PREPARATION YOU RECEIVED IN HIGH SCHOOL? WAS IT: 5. |2|

very helpful (1) helpful (2) not very helpful (3) not helpful at all (4)

WHY? "I know how to fix cars now."

6. WHAT KIND OF VOCATIONAL PREPARATION DO YOU WISH YOU HAD RECEIVED IN HIGH SCHOOL?

"More auto mechanics"

"Maybe business"

7. HOW WOULD YOU DESCRIBE THE COURSEWORK YOU RECEIVED IN HIGH SCHOOL? WAS IT: 7. |3|

very helpful (1) helpful (2) not very helpful (3) not helpful at all (4)

WHY? "Don't need it for this job"

8. WHAT KIND OF COURSEWORK DO YOU WISH YOU HAD RECEIVED?

"None"

9. **WAS THERE A PERSON WHO WORKED AT HIGH SCHOOL WHO WAS VERY HELPFUL WHEN YOU WERE PLANNING FOR YOUR FUTURE?**

0_____No one -----> **SKIP TO QUESTION #10** 9. |_|

__/__Yes **If YES, then ask: WHO WAS THAT PERSON?**

1_____Guidance Counselor
2_____Special Education teacher
3__/__Vocational Education teacher
4_____Regular teacher
5_____School Administrator
6_____School Psychologist
7_____Other school personnel (please specify):_____

10. **SINCE LEAVING HIGH SCHOOL OR A VOCATIONAL CENTER, HAVE YOU TAKEN ANY EDUCATIONAL OR VOCATIONAL CLASSES OR PROGRAMS TO HELP YOU IN PREPARING FOR WORK?** (Check all that apply; code up to three responses) 10. |_| |_| |_|

0__/__No -----> **SKIP TO QUESTION #11, if applicable or**

-----> **TO QUESTION #12**

_____Yes **WHAT CLASSES OR PROGRAMS?**

1_____At a high school or vocational/technical school
2_____At post-secondary school
3_____Graduate Equivalency Degree (GED)
4_____Adult Basic Education (ABE)
5_____Job Corps
6_____Military
7_____Other (please specify): _____

!!!!! Note: **if student dropped out or left h.S. Without graduating or completing, (see question #7, of the record review section), then ask the following:**

11. **JUST ONE MORE QUESTION ABOUT HIGH SCHOOL. I SEE THAT YOU LEFT HIGH SCHOOL WITHOUT GRADUATING. CAN YOU TELL ME WHY YOU LEFT SCHOOL WHEN YOU DID?** (Check all that apply; code up to three responses) 11. |_| |_| |_|

1_____Teacher/administrator recommendation
2_____Parents wanted me to
3__/__To work
4_____Personal reasons
5__/__I wanted to
6_____Reached time limit
7__/__Felt I wasn't learning; it wasn't useful
8_____Other (please specify):_____

NOW I'D LIKE TO ASK YOU ABOUT YOUR WORK EXPERIENCES SINCE YOU LEFT HIGH SCHOOL.....

12. COULD YOU TELL ME ABOUT WHAT YOU ARE DOING NOW? ARE YOU WORKING? 12. |_|

0_____Unemployed ------> Continue to Question #13

1_____In subsidized employment -----> Skip to Question #14

2__✓__In unsubsidized employment----> Skip to Question #14

3_____In a sheltered workshop ------> Skip to Question #25

13. CAN YOU TELL ME WHY YOU AREN'T WORKING? 13. |_|_|
(Check all that apply; code up to three responses) |_|_|
|_|_|

00__✓__Not applicable
01_____Homemaker
02_____Full-time post-secondary student, unemployed
03_____In job training (e.g. Job Corps)
04_____Getting SSI disability benefits
05_____Unable to find a job
06_____Unable to find a job I want
07_____I don't want to look for work
08_____My parents don't want me to work
09_____In a seasonal job, not currently in progress
10_____Transportation problems
11_____In a day activity/treatment program
12_____Have a job which has not yet begun
13_____Other (please specify):_____

-----> SKIP TO QUESTION #26

14. WHAT IS YOUR JOB TITLE? Mechanic 14. |_|_|
(DOT)

WHAT DO YOU DO? Work on Cars

!!!! Note: if student has more than one job, code information from questions #14-25 on the job she/he spends the most time at or considers the most important. Information on other jobs should be listed under question #28.

Skill class of present job. (See definitions) |3|

1 Skilled
2 Semi-skilled
3 Unskilled

15. **WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK?** 15. |__|__|
(Check all that apply; code up to 3 responses)*

00_____Not applicable
01_____Found job by myself only
02_____Parents/relatives
03_____Friends/aquaintances
04_____Special Education teacher
05__✓__Other high school personnel
06_____Community employment and training agency
07_____Military recruiter
08_____Unsolicited offer from an employer
09_____Other (please specify):_____

* If more than 3 responses are checked for categories 01-09, ask the following question: **OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 WERE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

16. **WHAT METHODS DID YOU USE TO FIND YOUR JOB?** 16. |__|__|
(Check all that apply; code up to 3 responses)*

00_____Not applicable
01__✓__Answered ad ——————— Recorder
02__✓__Called employer on the phone
03_____Used yellow pages to identify places to call or visit
04_____Walked-in to places of employment
05_____Used resume
06_____Sent letter to potential employer
07_____Responded to "help wanted" sign
08_____Family member offered me a job
09_____Unsolicited offer from an employer
10_____Worked with community employment & training agencies
11_____Other (please specify): _____

* If more than 3 responses are checked for categories 01-11, ask the following question: **OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 WERE MOST HELPFUL TO YOU IN FINDING YOUR JOB?** (code these 3 responses)

17. **WHAT TRANSPORTATION METHOD DO YOU USUALLY USE TO GET TO WORK?** 17. |__|

0_____Not applicable
1_____Walk
2__✓__Drive self
3_____Public transportation (e.g. bus, taxi)
4_____Parent drives me
5_____Co-worker/friend drives me
6_____Other (please specify):_____

18. HOW MANY HOURS DO YOU WORK EACH WEEK? _____ 18. |I|

0_____ Not applicable
1__✓__ Full-time (37.5 hours/week or more)
2_____ Part-time (21 to 37 hours per week)
3_____ Part-time (less than 21 hours/week)

19. DO YOU GET FRINGE BENEFITS WITH YOUR JOB? 19. |2|

0____ N/A 2__✓__ Yes 4_____ Don't Know
1____ No 3____ Probationary period

Please specify benefits: Health Insurance
(e.g. "all of them", health insurance, vacation, etc.)

Student can name benefits:

0 N/A
(1) No |I|
2 Yes

---

20. WHEN DID YOU START THIS JOB? November 15th 20. |2|I|5|
(Record only time since high school)
~1 Month before Christmas ~ Middle of Month

(Code the number of weeks that the student has held this job.
See coding guidelines for special instructions).

---

21. HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB? 21. |2|

0_____ Not applicable
1_____ Day or less
2__✓__ More than day, less than month
3_____ Month or more
4_____ I don't know
5_____ I wasn't looking, same job as in high school
6_____ I wasn't looking, employer called me

22. WHAT IS YOUR SALARY ON THIS JOB? _____ 22. |3|

Hourly salary:

0_____ $0.00
1_____ $.01 - $3.54
2_____ $3.55 (min. wage)
3__✓__ $3.56 - $5.00
4_____ $5.01 + (please specify:_____)
5_____ I don't know
6_____ By the job, Whatever they'll pay me, etc.

(Weekly Salary: _____)

23. **WHAT WAS YOUR SALARY WHEN YOU STARTED THIS JOB?**_____ 23. |=|

Hourly salary:

0_____ $0.00
1_____ $.01 - $3.54
2__✓__ $3.55 (min. wage)
3_____ $3.56 - $5.00
4_____ $5.01 + (please specify):_____
5_____ I don't know
6_____ By the job, Whatever they'll pay me, etc.

(Weekly Salary:_____)

24. **ARE YOU SATISFIED WITH YOUR CURRENT JOB?** 24. |1|

0_____ N/A 1__✓__ No 2_____ Yes 3_____ Not sure

WHY?

"I'm learning nice stuff. My boss is a good guy"

25. **WHO DO YOU TALK TO ABOUT WORK-RELATED PROBLEMS?** 25. |_|_|
(Check all that apply; code up to three responses) |_|_|
|_|_|

00_____ Not applicable
01__✓__ Parent/guardian
02_____ Other family member
03_____ Spouse
04_____ Friend
05_____ Housemate
06_____ Paid staff
07__✓__ Co-worker
08__✓__ Work supervisor
09_____ High school personnel (please specify):_____
10_____ Don't need to talk to anyone
11_____ Don't have anyone to talk to
12_____ Other (please specify):_____

---->SKIP TO QUESTION # 28 for students working in sheltered workshops

!!!!!! NOTE: QUESTIONS #26 & #27 SHOULD BE ASKED ONLY OF THOSE STUDENTS WHO ARE NOT CURRENTLY WORKING.

26. ARE YOU LOOKING FOR WORK? 26. |__|__|

00 _____NO ---->SKIP TO QUESTION #28

_____YES WHO IS HELPING YOU LOOK FOR WORK? (check all that apply; code up to 3 responses)*

01_____Looking by myself
02_____Parents/Relatives
03_____Friends/Acquaintances
04_____Special Education teacher
05_____Other high school personnel
06_____Community employment & training agency
07_____Military recruiter
08_____Other (please specify):_____

* If more than 3 responses are checked for categories 01-08, ask the following question: OF THE PEOPLE THAT YOU JUST MENTIONED, WHICH 3 SEEM TO BE MOST HELPFUL TO YOU IN LOOKING FOR A JOB? (code these 3 responses)

27. WHAT METHODS ARE YOU USING TO LOOK FOR A JOB? (check all that apply; code up to 3 responses)* 27. |__|__|

00 __✓__Not applicable
01 _____Checking newspaper ads
02 _____Calling employers on the phone
03 _____Using yellow pages to identify places to call or visit
04 _____"Walking-in" to places of employment
05 _____Using resumes
06 _____Sending letters to potential employers
07 _____Responding to "help wanted" signs
08 _____Working with community employment & training agency
09 _____Other (please specify): _____

* If more than 3 responses are checked for categories 01-09, ask the following question: OF THE METHODS THAT YOU JUST MENTIONED, WHICH 3 SEEM TO BE MOST HELPFUL TO YOU IN LOOKING FOR A JOB? (code these 3 responses)

28. **PLEASE TELL ME ABOUT ANY OTHER JOBS YOU'VE HAD SINCE HIGH SCHOOL.**
(Begin with the job held first after high school and list all jobs held prior to the current job, if any. Include subsidized jobs but not volunteer positions or sheltered workshop experiences. Code total # of weeks employed).

28. [ ][3][5]

If no other jobs-----> SKIP TO #29

	JOB TITLE/ JOB DESCRIPTION	DATES OF EMPLOYMENT	# OF WEEKS EMPLOYMENT
a)	Mechanic - worked on cars	3/1 - 7/25	20 weeks
b)	Laborer - warehouse	8/10 - 11/1	12 weeks
c)			
d)			
e)			
f)			

(Use back of page if additional space is needed).

Calculate and code total number of jobs since high school (See #28; add current job and all previous jobs _____) [ ][3]

Calculate and code total number of weeks employed since high school_____. (See #28; add number of weeks employed at current job and all previous jobs). [ ][3][ ]

Calculate and code **percent time** employed since high school. (Divide total number of weeks employed by number of weeks since exit from high school). [ ][ ][ ]

29. **WHAT ARE YOUR FUTURE JOB PLANS?**

"Going to learn to work on big trucks"

10. **IF YOU COULD HAVE ANY KIND OF JOB YOU WANTED, WHAT JOB WOULD YOU PICK?**

"Have my own shop. For cars, maybe build them.

Code up to three responses here:

5	3
1	1
2	1

00 No change

01 Artistic (e.g. painting, drama, chorus, entertainment)
02 Assembly (e.g. factory work)
(03) Auto Mechanics, Auto Body Repair
04 Commercial or Graphic Arts (e.g. printing, photography)
05 Computer Programming/Operations
06 Construction Trades (e.g. carpentry, electrical, masonry, plumbing)
07 Cosmetology, Hairdressing, Barbering
08 Drafting
09 Driver (e.g. taxi, truck, bus, heavy equipment)
10 Electronics
11 Farm work/working with animals
12 Health occupations (e.g. dental assistant, nursing assistant)
13 Machine Trades
14 Military
15 Physical work (e.g. labor, sports)
16 Restaurant work
17 Retail sales
18 Secretarial, Stenographic, Typing or other office work

19 Work for money
20 Work with people/children

(21) Other (please specify): Own shop

I'D JUST LIKE TO ASK A FEW MORE QUESTIONS. THESE ARE ABOUT YOUR PRESENT LIVING ARRANGEMENTS AND WHAT YOU DO IN YOUR SPARE TIME.....

31. WHERE DO YOU LIVE? 31. |_|_|

01 ✓ With parent(s)/guardian(s)
02 _____ With spouse's parents
03 _____ In a group home
04 _____ In a supervised apartment
05 _____ Living independently (single or married)
06 _____ With relatives
07 _____ Military housing
08 _____ Community Care home
09 _____ Other (please specify):_____

32. IS THERE ANYTHING YOU WOULD LIKE TO CHANGE ABOUT YOUR LIVING ARRANGEMENTS? (Check all that apply; code up to three responses) 32. |_|_| |_|_| |_|_|

00 _____ No change
01 _____ Change environment (i.e. furniture, paint)
02 ✓ Like to move
03 _____ Like to have a <u>different</u> roommate/housemate
04 ✓ Have my own place
05 _____ Live with relative
06 _____ Live with friend
07 _____ Live with guardian
08 _____ Other (please specify):_____

33. WITH WHOM DO YOU SPEND TIME ON THE WEEKENDS AND EVENINGS? (Check all that apply; code up to three responses) 33. |_| |_| |_|

1 ✓ Parent/guardian
2 _____ Relative
3 ✓ Friend
4 _____ Roommate/housemate
5 _____ Paid staff
6 _____ Other (please specify):_____

34. WITH WHOM WOULD YOU LIKE TO SPEND MORE TIME IF YOU COULD? (Check all that apply; code up to three responses) 34. |_| |_| |_|

1 _____ Parent/guardian
2 _____ Relative
3 ✓ Friend
4 _____ Roommate/housemate
5 _____ Paid staff
6 ✓ Other (please specify): Boss

WHY? "We have a good time." (Friend)
"My boss is helping me to my car."

35. **WHO DO YOU TALK TO ABOUT PROBLEMS THAT ARE NOT WORK-RELATED?** 35. |✓|_|
(Check all that apply; code up to three responses) |_|_|
|_|_|

01 ✓ Parent/guardian
02 _____ Relative
03 _____ Spouse
04 ✓ Friend
05 _____ Roommate/housemate
06 _____ Paid staff
07 _____ Co-worker
08 ✓ Work supervisor boss
09 _____ High school personnel (please specify):_____
10 _____ Don't need to talk to anyone
11 _____ Don't have anyone to talk to
12 _____ Other (please specify):_____

36. **WHO ASKS YOU FOR HELP?** 36. |2|
(Check all that apply; code up to three responses) |7|
|5|

1 _____ Parent/guardian
2 ✓ Relative
3 _____ Spouse
4 ✓ Friend
5 _____ Roommate/housemate
6 _____ Paid staff
7 _____ No one asks for my help
8 _____ Other (please specify):_____

37. **WHAT KIND OF HELP DO THEY ASK YOU FOR?** 37. |_|
(Check all that apply, code up to three responses) |2|
|3|

1 ✓ Transportation
2 ✓ Physical help
3 ✓ Chores (e.g. shopping, cleaning)
4 _____ Personal problems/Advice
5 _____ Instructions
6 _____ No one asks for my help
7 _____ Other (please specify):_____

I APPRECIATE YOUR TAKING THE TIME TO TALK TO ME.....

THANKS FOR YOUR HELP!

SAMPLE LETTER SENT TO STUDENTS
NOT REACHED BY TELEPHONE

Dear

Your school district is contacting former students to ask them some questions about their school programs.

We have been unable to contact you by telephone and would very much like to ask you about your high school experiences and what you are doing now.

Could you please call collect at _____ on _____ between the hours of _____ and _____, and ask for _____? The questions we have will only take a few minutes to answer.

Thank you for your help.

Sincerely,

OCCUPATIONAL CATEGORIES (D.O.T.):

01 Professional, Technical, Managerial

02 Clerical, Sales

03 Service Occupations

04 Agricultural, Fishing, Forestry, & Related Occupations

05 Processing Occupations

06 Machine Trades Occupations

07 Benchwork Occupations

08 Structural Work Occupations

09 Miscellaneous Occupations

OCCUPATIONAL CATEGORIES (D.O.T.):

01 **Professional, Technical, Managerial**

examples:

02 **Clerical, Sales**

examples: secretary; stock or file clerk; librarian, telephone operator; retail sales; gas station attendant

03 **Service Occupations**

examples: child care, cook, janitor, military, ski-lift operator, bartender, waitress, waiter, cook, hairdresser, usher, bowling alley or golf course attendant

04 **Agricultural, Fishing, Forestry, & Related Occupations**

examples: grounds work, animal and plant farming

05 **Processing Occupations**

Definition: This catetgory includes occupations concerned with refining, mixing, compounding, chemically treating, heat treating, or similarly working materials in solid, fluid, semifluid, or gaseous states to prepare them for use as basic materials, or stock for further manufacturing treatment, or for sale as finished products to commercial users. Knowledge of a process and adherence to formulas or other specifications are required to some degree. Vats, stills, ovens, furnaces, mixing machines, crushers, grinders, and related machines and equipment are usually involved.

examples: processing and packaging raw materials to make food, tobacco, paper, wood, textiles, chemicals, etc.; quarrying

06 Machine Trades Occupations

Definition: This category includes occupations concerned with the operation of machines that cut, bore, mill, abrade, print, and similarly work such materials as metal, paper, wood, plastics, and stone. A worker's relationship to the machine is of primary importance. The more complicated jobs require an understanding of machine functions, blueprint reading, making mathematical computations, and exercising judgement to attain conformance to specifications. In other jobs, eye and hand coordination may be the most significant factor. Installation, repair, and maintenance of machines and mechanical equipment and weaving, knitting, spinning and similarly working textiles are included.

examples: use of larger machines, metal working, printing, textile occupations, motor vehicle and equipment mechanics

07 Benchwork Occupations

Definition: This category includes occupations concerned with using body members, handtools and bench machines to fabricate, inspect, or repair relatively small products such as jewelry, phonographs, light bulbs, musical instruments, tires, footwear, pottery, and garments. The work is usually performed at a set position or station in a mill, plant or shop, at a bench, worktable, or conveyor. Workers in more complex jobs may be required to read blueprints, follow patterns, use a variety of handtools, and assume responsibility for meeting standards. Other jobs may only require workers to follow standardized procedures.

examples: use of hand tools; assembly line work; repair of plastic, wood, textiles, electrical equipment; sewing machine operator

08 Structural Work Occupations

Definition: This category includes occupations concerned with fabricating, erecting, installing, paving, painting, and repairing structures and structural parts, such as bridges, buildings, roads, motor vehicles, cables, internal combustion engines, girders, plates, and frames. Generally, work is outside, except for factory production line occupations. The worker's relationship to handtools and power tools is more important than to stationary machines, which are also used. Knowledge of the properties (stress, strain, durability, resistance) of the materials used (wood, metal, concrete, glass, clay) is often a requirement.

examples: welder; road or house construction; painting; plastering

09 Miscellaneous Occupations

examples: bus driver; taxi driver; packaging; meter reader; parking lot attendant; public utilities occupations e.g. work with gas, electric, water department; garbage removal

SKILL LEVEL CODING

Skilled

Definition: Vocational preparation which required from over two years to over ten years of skill training.

Include: anything requiring degree or certification

Examples: technician; owner of company or business; manager; engineer; owner or manager of a farm

Semi-skilled

Definition: Vocational preparation which extended from over three months up to and including two years.

Include: anything requiring licensing or exam

Examples: driver; civil service; construction (not specified); carpenter; mechanic; body work; assembly line; farming, (not specified); stone cutter

Unskilled

Definition: Vocational preparation/training that may be through a short demonstration up to and including three months of training.

Examples: farm hand; short order cook; cook (not specified); laborer; cutting wood; house painter; sales clerk child care

GUIDELINES FOR SPECIFIC INTERVIEW QUESTIONS

This is perhaps the most important section of this manual. The following guidelines are written in an attempt to clarify each interview item in order to make recording and coding easier for interviewers. They provide both interviewers and coders with the "rules" for each question. The primary purpose of this section is to eliminate any possibility of misunderstanding of how a response is to be recorded or coded. A number of the questions and response categories are not covered in the following guidelines because it is assumed that no explanation is needed.

As you use the questionnaire, you will no doubt develop and refine your own additional guidelines to assist you in collecting consistently accurate information.

In this section, questions are located in the same order and form as they appear in the questionnaire. For each question requiring explanation, directions for recording responses and coding directions follow. Please note that the guidelines for several of the response categories are repeated. This should permit the interviewer and coder to locate a specific question in the guidelines and determine all of the rules pertaining to recording and coding responses for that specific question.

SECTION I: RECORD SECTION:

1. **Student identification code:**

For identification purposes, assign a three-digit number (code) to each student. These numbers may be assigned in the order in which the students are added to the sample. Assigned numbers begin with # 001.

2. **Student date-of-birth:**

Record the date of birth in numerical terms. The student's date of birth must be verified at the beginning of each interview to ensure the correct identity of the respondent.

Code the student's birth date using the numerical derivation of the month, day and year of birth. For example, the code for a student born October 15, 1967 would be 10-15-67.

4. **Race:**

4: American Inuit is the correct term for persons popularly referred to as Eskimos.

5. **Age in years when left school:**

Code the actual age in years when the student left school.

7. **Manner of exit from school:**

Try to distinguish between graduation with a diploma versus a certificate of completion.

8. **Most recent high school or vocational program placement:**

We recognize that the categories outlined in this section may not be entirely applicable to your own situation. Please review and adjust these categories accordingly. Response categories requiring further clarification follow:

2: Record "resource room" for any students who had the services of either a consulting teacher or learning specialist, as well as for those actually assigned to a resource room.

3: The category "Special class" denotes students who are taught separately from regular education students.

9. **Most recent high school or vocational program placement location:**

We recognize that the categories outlined in this section may not be entirely applicable to your own situation. Please review and adjust these categories accordingly. Here, you may consider it worthwhile to add 5: Other (please specify): as another viable category.

10. **Primary handicapping condition:**

These categories are from the federal guidelines for Public Law 94-142. Those who record this information should be familiar with these categories before using them. Please be sure to check the primary handicapping condition.

15. **Please fill in the number of hours per instructional week that the student participated in the following curriculum areas during her/his final year of school.**

Only activities which took place during normal school hours should be included. A brief description of the curriculum areas follows:

Academic Skills - include time spent in both special class and mainstream academic instruction

Vocational Skills - include regular vocational education classes, job training, and work experience.

Community Skills - include instruction related to shopping, transportation, use of the post office, laundromat, bank, etc.

Recreation/Leisure Skills - (self explanatory)

Home Economics - regular home economics classes

Industrial Arts - include regular industrial arts class

Coding:

Code the total number of hours and minutes a student received classroom instruction in the coding boxes to the right of each curriculum area.

Code the total number of hours and minutes a student received community-based instruction in the coding boxes to the right of each curriculum area.

Each curriculum area has two sets of boxes, one on top of the other. The two sets of coding boxes are used for classroom instruction (on top) and community-based instruction (on the bottom).

Each coding box should contain the actual hours and minutes (rounded to the nearest quarter hour) that the student was engaged in a curriculum area. The coding boxes corresponding to TOTAL TIME should include the total instruction hours the student was engaged in all curriculum areas in both classroom and community-based instruction.

16. **Indicate vocational classes student took in high school.**

Categories requiring further explanation follow:

05: As an example of a construction trade skill, electronics refers to knowledge acquired in how to wire a house.

08: Electronics in this category refers to the understanding of electrical machinery. For example, radio and TV repair would be assigned this code.

10: A machine trades class might provide the student with training on how to use metal lathes to make metal parts, for example.

If the student did not take any vocational classes, she/he should then be asked question #10 in the interview section. Be sure to flag those questionnaires for which this information is required.

17. **Did student participate in an apprenticeship or cooperative vocational education program?**

Apprenticeship or cooperative vocational education programs are on-the-job training programs.

SECTION II: INTERVIEW SECTION:

SOURCE OF INFORMATION:

Record the primary source of information for the interview. If at all possible, interviews should be conducted with the students themselves. It is, however, permissible to interview a family member, spouse, teacher or adult service provider if on numerous attempts the interviewer has been unable to reach the student her/himself. Response categories requiring further clarification follow:

4. An adult service provider is any post-secondary service provider who provides services to the student after age 21 or upon exit from high school. Examples of adult service providers are: vocational rehabilitation worker, mental health professional, adult basic education teacher and /or employment specialist.

NO INTERVIEW BECAUSE:

Well you tried and tried to reach the student, but to no avail. The reason or reasons no interview was possible are to be noted here. Further explanation of several of the response categories follow:

1: After attempting to call a number of sources, the interviewer may use this category to explain why there was no interview.

2: In addition to making at least five attempts to call the student and/or another contact person(s) by telephone, you may also wish to send a letter to the student's home address. The letter contains an explanation of the nature of your study and requests that the student call you for an interview. A sample letter is contained in Appendix __.

3: Check this category if the student refuses to answer all of the questions. You may also wish to use this category if the student only answered half of the questionnaire before refusing to answer any more questions.

If you receive a refusal from a contact person, then try again to locate the student to administer the questionnaire before you select this category as your rationale for no interview held.

Student identification code:

The student identification code is repeated here to ensure that the following data are attached to the correct student.

Student date-of-birth:

The student's date of birth is repeated here to make it easier for the interviewer to verify this information with the student. It is very important that you verify this information with the student. Often we have encountered a situation where the student's name and his/her parent's or relative's name is the same. The only form of accurate verification in this case, is to ask the date of birth.

Age at time of interview:

The student's age may be derived from question #2.

1. **WHILE STILL IN SCHOOL, DID YOU HAVE ANY PAID SUMMER JOBS?**

Only regular, paid employment which was <u>not</u> subsidized and <u>not</u> part of the school program should be recorded for this question. Do <u>not</u> include odd jobs or babysitting unless it was done on a regular basis.

Ask the details about each job separately. That is, after determining the nature of the student's summer job, then ask the student how she/he found the job, how long she/he worked at the job and finally what primary transportation method she/he used to get to work. Your questions should then follow in this order:

CAN YOU TELL ME ABOUT YOUR SUMMER JOB?.....WHO GOT YOU THIS JOB?.....HOW LONG DID YOU WORK AT THIS JOB?.....HOW DID YOU GET TO WORK?.....

After you have recorded these responses, go on to ask about the next job:

HAVE YOU HAD ANY OTHER SUMMER JOBS?.....

Note that you may record up to 2 responses for <u>each</u> summer job regarding <u>how</u> the student found the summer job. We recognize that a student may have used several methods to obtain the job. However you should record only 1 response for all other questions regarding each summer job.

List the interviewee's job title and responsibilities as completely as possible. Please supply as much information as possible about specific job duties so that jobs may be coded correctly. Recording the student's job responsibilities often makes it easier for the coder to assign a "D.O.T." (Dictionary of Occupational Titles) category. These categories are listed in Appendix __.

It is not enough to give only the <u>place</u> of employment. For example, the following jobs, which might all take place at a gas station, fall into three different job categories:

gas pump attendant
mechanic
autobody worker

Categories requiring further explanation follow:

01: Interviewee found the job without assistance from any other person.

02: Use this code whenever a parent or relative assists the student in a job search. This includes instances when the parent or relative offers the student a job.

03: This code may apply to a peer, an adult friend, or an acquaintance, e.g., a friend of one's parent(s).

04: May refer to anyone who works for the high school the student attended.

06: A community employment and training agency may be state or federally funded or a private agency. Upon graduation, a student may choose to receive these services. Examples of a community employment and training agency would be the Department of Employment and Training, the Vermont Job Service, Vocational Rehabilitation.

08: This refers to a job offer made by an employer in cases where the student was not actively seeking a job from that employer. The employer may or may not have been previously known to the student. Examples of situations which would fall under this response category follow:

a. A student has a friend who works at a restaurant. Based on the friend's recommendation, the restaurant owner calls the student to offer him/her a job.

b. Without having been contacted by the student, a previous employer phones him/her to make a job offer.

If the job offer comes from a family member who is to act as the student's employer, code as 02.

09: Use this category only when others do not apply. Describe the role of the person giving assistance to the interviewee.

Coding:

This question contains information about three possible summer jobs. There are four separate pieces of information to code for each summer job. They are:

1. the D.O.T. codes for each job

2. how the student found each job

3. the length of each job

4. what transportation methods the student used to get to each job

Code all information for each job separately. This will help to ensure that the information for each job is accurate.

You will need to refer to the D.O.T. manual in Appendix C to

determine which occupational category best describes the person's job.
Use the D.O.T. coding manual to determine which occupational categor best describes the person's job. Use one of the two digit codes fro the first page of the manual to code the respondent's answer to question 10. If you are having difficulty deciding on an appropriate category for a particular job, consult the list of three digit D.O.T codes for a more detailed description of the types of jobs that fall under each category.

2. **DID YOU HAVE A REGULAR PAID JOB DURING THE SCHOOL YEAR WHILE ATTENDING HIGH SCHOOL?**

Only regular, paid employment which was <u>not</u> subsidized and <u>not</u> part of the school program should be recorded for this question. Do <u>not</u> include odd jobs or babysitting unless it was done on a regular basis.

Ask the details about each job separately. That is, first ask how the student found the job, then how long she/he worked at the job anc finally what primary transportation method she/he used to get to work. **CAN YOU TELL ME ABOUT THE JOB YOU HAD WHILE YOU WERE IN HIGH SCHOOL?.....WHO GOT YOU THIS JOB?.....HOW LONG DID YOU WORK AT THIS JOB?.....HOW DID YOU GET TO WORK?.....** After you have recorded these responses, go on to ask about the next job: **HAVE YOU HAD ANY OTHER JOBS WHILE YOU WERE ATTENDING HIGH SCHOOL THAT WERE <u>NOT</u> SUMMER JOBS?.....**

Note that you may record up to 2 responses for <u>each</u> high school job regarding <u>how</u> the student found the high school job. You should record only 1 response for all other questions regarding each high school job.

List the interviewee's job title and responsibilities as completely as possible. Please supply as much information as possible about specific job duties so that jobs may be coded correctly using the Dictionary of Occupational Titles.

Categories requiring further explanation follow:

01: Interviewee found the job without assistance from any other person.

02: Use this code whenever a parent or relative assists the student in a job search. This includes instances when the parent or relative offers the student a job.

03: This code may apply to a peer, an adult friend, or an acquaintance, e.g., a friend of one's parent(s).

04: May refer to anyone who works for the high school the

student attended.

06: A community employment and training agency may be state or federally funded or a private agency. Upon graduation, a student may choose to receive these services. Examples of a community employment and training agency would be the Department of Employment and Training, the Vermont Job service, Vocational Rehabilitation.

08: This refers to a job offer made by an employer in cases where the student was not actively seeking a job from that employer. The employer may or may not have been previously known to the student. If the job offer comes from a family member who is to act as the student's employer, code as 02.

09: Use this category only when others do not apply. Describe the role of the person giving assistance to the interviewee.

3. **DID YOUR SCHOOL PROGRAM INCLUDE ANY WORK EXPERIENCE? THIS COULD BE PAID OR UNPAID WORK, BUT IT WOULD BE PART OF A CLASS.**

If the student did <u>not</u> have any work experiences, SKIP to question #4, <u>if applicable</u>, if not, then SKIP to question #5.

If the student's high school program included one or more work experiences, then ask the student the details about each work experience separately. The questions that should be asked for each work experience are:

CAN YOU TELL ME ABOUT YOUR WORK EXPERIENCE? WHAT DID YOU DO?.....WHERE WAS THE WORK EXPERIENCE LOCATED?.....WHO GOT YOU THE JOB?.....HOW LONG DID YOU WORK AT THIS JOB?.....HOW DID YOU GET TO WORK?

Work experience (whether subsidized or not) which <u>was</u> part of the student's school program, including OJT can be included here (i.e. school personnel were directly involved in placement, training, and follow-up). <u>Do not</u> include cooperative work experiences here. This information is recorded in question #18 of the Record Section.

Note that you may record up to 2 responses for <u>each</u> work experience regarding <u>how</u> the student found the work experience. You should record only 1 response for all other questions regarding each work experience.

Categories requiring further explanation follow:

01: Interviewee found the job without assistance from any other person.

02: Use this code whenever a parent or relative assists the student in a job search. This includes instances when the parent or relative offers the student a job.

03: This code may apply to a peer, an adult friend, or an acquaintance, e.g., a friend of one's parent(s).

04: May refer to anyone who works for the high school the student attended.

06: A community employment and training agency may be state or federally funded or a private agency. Upon graduation, a student may choose to receive these services. Examples of a community employment and training agency would be the Department of Employment and Training, the Vermont Job service, Vocational Rehabilitation.

08: This refers to a job offer made by an employer in cases where the student was not actively seeking a job from that employer. The employer may or may not have been previously known to the student. If the job offer comes from a family member who is to act as the student's employer, code as 02.

09: Use this category only when others do not apply. Describe the role of the person giving assistance to the interviewee.

4. **I NOTICED IN YOUR SCHOOL RECORDS THAT YOU DIDN'T TAKE ANY VOCATIONAL CLASSES. WAS THERE A REASON WHY YOU DIDN'T TAKE ANY VOCATIONAL CLASSES?**

Only students who did not take a vocational class would be asked this question. Please check the record section of the questionnaire to determine if this question should be asked. The following guidelines are provided for categories needing further explanation.

1: Taking a vocational program might not be part of the student's overall educational program because the student was enrolled in a totally academic, college preparation program.

5: Reasons given to the student who was told she/he couldn't take a vocational classes might include lack of physical space or lack of skills.

5. **HOW WOULD YOU DESCRIBE THE VOCATIONAL PREPARATION YOU RECEIVED IN HIGH SCHOOL. WAS IT: VERY HELPFUL....HELPFUL...NOT VERY HELPFUL...OR NOT HELPFUL AT ALL? .....WHY?**

Please complete this question by repeating the four response categories to the student. When writing the student's responses to the second part of this question, (WHY?), be sure to write legibly.

If necessary, print the response. Make every effort to copy the student's responses verbatim.

6. **WHAT KIND OF VOCATIONAL PREPARATION DO YOU WISH YOU HAD RECEIVED IN HIGH SCHOOL?**

You may wish to refer to the categories in question #30 to provide specific examples. If the student is unclear about the meaning of this question, then read the response categories to him/her. This should diminish the possibility of leading her/him to one particular response.

9. **WAS THERE A PERSON WHO WORKED AT THE HIGH SCHOOL WHO WAS VERY HELPFUL WHEN YOU WERE PLANNING FOR YOUR FUTURE?**

Those categories requiring further explanation follow:

4: A regular teacher teaches general subjects (e.g. English, math, biology)

7: Other high school personnel might include an occupational or physical therapist, school nurse, employment specialist, etc.

10. **SINCE LEAVING HIGH SCHOOL OR A VOCATIONAL CENTER, HAVE YOU TAKEN ANY EDUCATIONAL OR VOCATIONAL CLASSES OR PROGRAMS TO HELP YOU IN PREPARING FOR WORK?**

WHAT CLASSES OR PROGRAMS?

This question refers to students who have formally exited from high school and returned to take one or more classes. Therefore, you will be recording information on classes or programs which the interviewee has participated in <u>since</u> high school. It is important to ask about each program separately.

Those categories requiring further explanation follow:

5: Job Corps refers to a federally funded alternative to high school or post high school training. It is usually a residential, vocational training program. Both students with handicaps and those who come from economically disadvantaged homes might use this service. The student receives a stipend to attend the school. An <u>optional</u> outcome of the program may be receipt of the graduate equivalency degree.

12. **COULD YOU TELL ME WHAT YOU ARE DOING NOW? ARE YOU WORKING?**

The interviewer must first determine whether or not an activity described as "work" by the interviewee may be counted as employment. This often requires some additional questioning of the student. Employment in a sheltered workshop will <u>not</u> be counted as employment

in the results of this study. If the student is unemployed or employed in a sheltered workshop, SKIP to question #26.
For the purposes of this study, a student will be considered to be working if the activity in question meets the following guidelines:

a. The student must be employed in a subsidized or non-subsidized job.

b. The student should be able to identify an employer for the job. A student may be considered "self-employed" if she/he performs work for an established group of customers on a regular basis; however, odd jobs and occasional babysitting which do not meet these standards are <u>not</u> counted as employment.

c. Special circumstances:

1. <u>Students enrolled in post-secondary programs:</u> These students may or may not be working. The usual questions regarding employment should be asked of post-secondary students who indicate that they are working full or part-time. If a full-time post secondary student is <u>not</u> working, record this information in question #13, category 02.

2. <u>Military service:</u> Students who enter into full-time military service are counted as employed. Enlistment in the National Guard should also be counted as employment.

13. **CAN YOU TELL ME WHY YOU AREN'T WORKING?**

If it is determined that a student is unemployed, the interviewer should ask additional questions to determine the reason for unemployment. Please note that you may record up to three responses here. Guidelines for categories needing further explanation follow:

01: Although we recognize that homemakers work, they do not generally receive payment for their services, and are therefore counted as unemployed for the purposes of this study.

03: Students in job training programs should be counted as unemployed, even if they are receiving a stipend. On the other hand, students who have just begun a regular job and are engaged in paid on-the-job training should be counted as employed.

04: Record a person as disabled if she/he qualifies for disability benefits. Temporary illnesses or injuries do not count as disabilities.

05: This category applies to persons who are engaged in a job search but have been unable to find a job.

06: Use this code for a person who is engaged in a job search but is unable to find a job that she or he wants. Further questioning may be required to make a distinction between categories 05 and 06.

07: You may wish to probe the student to determine her/his reasons for not wanting to look for work. It may be that the reason places the student's response into another category such as 08.

08: Seasonal jobs are those dependent on a specific season of the year, e.g., ski industry jobs, wood cutting, outdoor construction which is halted during the winter, etc).

10: This category is included because transportation problems are recognized as a major deterrent in finding and keeping a job.

11: A day activity/treatment program is a prevocational program which teaches adult basic living skills. Students work primarily on production/assembly projects and are paid according to their production rate. Aside from providing prevocational training, the program also provides leisure time skill building.

12: Student may have been formally hired for a job which is not scheduled to begin for some time. Ask the student when the she/he is to begin working. Use this category for persons who will be employed at their job within one month's time.

13: Use this category if no other definitions apply. Provide an explanation as to why the respondent is not working.

14. **WHAT IS YOUR JOB TITLE?**

List the interviewee's job title and responsibilities as completely as possible. Please supply as much information as possible about specific job duties so that jobs may be coded correctly. Recording the student's job responsibilities often makes it easier for the coder to assign a D.O.T. category.

It is not enough to give only the place of employment. For example, the following jobs, which might all take place at a gas station, fall into three different job categories: gas pump attendant; mechanic; autobody worker.

Coding:

You will need to refer to the D.O.T. categories in Appendix __ to determine which occupational category best describes the person's job.

Use the D.O.T. categories to determine which occupational category best describes the person's job. Use one of the two digit codes from

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the first page of the manual to code the respondent's answer to question 10. If you are having difficulty deciding on an appropriate category for a particular job, consult the list of three digit D.O.T. codes for a more detailed description of the types of jobs that fall under each category.

Use the skill level definitions in Appendix __ to code the job listed in question #10 as skilled, semi-skilled, or unskilled.

15. **WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK?**

Up to three responses may be recorded for this question. If necessary, prompt students to answer the question by reading the entire list of possible choices. Guidelines for categories requiring further explanation follow:

01: Interviewee found the job without assistance from any other person.

02: Use this code whenever a parent or relative assists the student in a job search. This includes instances when the parent or relative offers the student a job.

03: This code may apply to a peer, an adult friend, or an acquaintance, e.g., a friend of one's parent(s).

04: May refer to anyone who works for the high school the student attended.

06: A community employment and training agency may be state or federally funded or a private agency. Upon graduation, a student may choose to receive these services. Examples of a community employment and training agency would be the Department of Employment and Training, the Vermont Job service, Vocational Rehabilitation.

08: This refers to a job offer made by an employer in cases where the student was not actively seeking a job from that employer. The employer may or may not have been previously known to the student. If the job offer comes from a family member who is to act as the student's employer, code as 02.

09: Use this category only when others do not apply. Describe the role of the person giving assistance to the interviewee.

16. **WHAT METHODS DID YOU USE TO FIND YOUR JOB?**

Up to three responses may be recorded for this question. If necessary, prompt students to answer the question by reading the entire list of possible choices.

Guidelines for categories requiring further explanation follow:

01: Includes ads from newspapers, magazines, radios, trade journals, etc.

02: This category includes calls made to employers for further information on a known job opening, as well as "cold" calls made without knowledge of a specific opening.

04: Use this code when the student visited a place of employment in person. The visit may or may not have been made with knowledge of an existing job opening.

05: Interviewee mailed or gave a resume to a potential employer.

06: Interviewee sent a letter to a potential employer. This may have been a letter of inquiry in response to an advertisement for a job, a cover letter for a resume, or a general letter sent to businesses that are of interest to the job seeker.

07: Includes signs in store windows, signs on bulletin boards, etc. Although signs and job advertisements are similar, signs are generally posted free of charge to an employer, while ads must be paid for by the employer. See 01 for the code for job advertisements.

08: Use this category for offers from family members.

10: This category is used when the student's response to question 15 is coded as 08, an "unsolicited offer from an employer."

11: Use this category only when categories 01-10 do not apply. If possible, describe the method that the student used to find her/his job.

<u>Coding</u>:

All of the coding boxes should be filled in. If you receive 1 response for this question, fill in the remaining boxes with "0's".

18. **HOW MANY HOURS DO YOU WORK EACH WEEK?**

Some interviewees may not be sure of the total number of hours they work in a week. If this is the case, ask the person how many hours per day and days per week he/she works, and use this information to determine the average number of hours worked in a week.

Some interviewees may be in employed in jobs requiring variable hours of work. Try to determine the <u>average</u> amount of time per week the student works.

19. **WHEN DID YOU START THIS JOB?**

Try to determine the starting date of the interviewee's current job. These dates will sometimes be a little vague, e.g., "the first week of May," but students should be prompted to be as specific as possible.

<u>Coding</u>:

Code this response by calculating the numbers of weeks that have elapsed between the time the student began the job and the date of this interview, unless the student began the job before the date the student left high school.

Code "000" if a job was held for less than one week. In cases where the student worked for a certain number of full weeks plus some number of additional days, round <u>down</u> to the number of full weeks worked if the number of additional days was two or less, and round up one more week if the additional days totalled three or more. Examples:

a. Student worked from June 15 to July 13: Code as 004.

b. Student worked from June 15 to July 18: Code as 005.

c. Student worked from June 15 to June 20: Less than 1 week, code as 000.

21. **HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB?**

Try to determine the amount of time that the interviewee was actively engaged in a job search. This amount of time should include the entire search, not just the final steps that led to the student's procurement of the job being discussed. In cases where the student accepted the first job she/he was offered, or where she/he was offered a job <u>before</u> beginning a job search, the distinction noted

above becomes a moot point.

22. **WHAT IS YOUR SALARY ON THIS JOB?**

This question refers to the respondent's <u>current</u> salary level. Some interviewees are unsure of their salaries; others are unwilling to give out this information. If the student is unsure of her/his salary level, try to determine her/his weekly salary and divide by the number of hours worked. If the interviewee is unwilling to provide this information, try to at least determine a salary range. For example, you may try asking "Is it more than minimum wage?" or "Is it over $5.00?". If the student persists in refusing to discuss his/her salary level, code this as missing information.

23. **WHAT WAS YOUR SALARY WHEN YOU STARTED THIS JOB?**

This question refers to the interviewee's starting salary. Use the same guidelines as those outlined for question 22.

24. **ARE YOU SATISFIED WITH YOUR CURRENT JOB? WHY?**

Here again, after reviewing all of the responses given for this question, you will have to determine a finite number of categories and their codes.

26. **ARE YOU LOOKING FOR WORK? If yes, WHO IS HELPING YOU LOOK FOR WORK?**

Questions 26 and 27 apply <u>only</u> to students not currently working. If the student answers "yes" to question 26, find out who is helping her/him in the job search, and record up to three responses. Use the following guidelines:

01: Interviewee is looking for work without assistance from any other person.

03: Refers to a teacher from a high school or post-secondary program.

05: This code may apply to a peer, an adult friend, or an acquaintance, e.g., a friend of one's parent(s).

08: Use this category only when others do not apply. Describe the role of the person giving assistance to the interviewee.

<u>Coding</u>:

If the student answers "no" to question 26, code two zeroes (0's)in the coding boxes and SKIP to question 27.

27. **WHAT METHODS ARE YOU USING TO LOOK FOR A JOB?**

Up to three responses may be recorded for this question. If necessary, prompt students to answer the question by reading the entire list of possible choices. Guidelines for responses requiring further explanation follow:

01: Includes ads from newspapers, magazines, radios, trade journals, etc.

02: This category includes calls made to employers for further information on a known job opening, as well as "cold" calls made without knowledge of a specific opening.

04: Use this code when the student is visiting places of employment in person. Visits may or may not be made with knowledge of an existing job opening.

05: Interviewee is mailing or giving resumes to potential employers.

06: Interviewee is sending letters to potential employers. These may be letters of inquiry in response to job advertisements, cover letters for resumes, or general letters sent to businesses that are of interest to the job seeker.

07: Includes signs in store windows, signs on bulletin boards, etc. Although signs and job advertisements are similar, signs are generally posted free of charge to an employer, while ads must be paid for by the employer. See 01 for the code for job advertisements.

08: Use this code only when numbers 01-08 do not apply. If possible, describe the method that the student is using to look for jobs.

28. **PLEASE TELL ME ABOUT ANY OTHER JOBS YOU'VE HAD <u>SINCE HIGH</u> SCHOOL**

Only regular, paid employment should be recorded for this question and all other questions regarding jobs. Do not include odd jobs or babysitting unless it is done on a regular basis.

Ask the student about other jobs held since she/he was added to the sample. Record information on the most recent job first, and work backwards in time until the date the student left high school. If the student has not held any other jobs, SKIP to question #29.

Please supply as much information as possible about specific job

duties so that jobs may be coded correctly. It is not enough to give only the place of employment. For example, the following jobs, which might all take place at a gas station, fall into three different job categories: gas pump attendant; mechanic; autobody worker.

Record all jobs held since the date that the student exited from high school. Begin with the first job that the respondent held after this date and continue through the student's current or most recent job. Remember to ask if the respondent was doing any of the jobs at the same time.

For each job:

1. Fill in the interviewee's job title or a brief description of her/his duties.

2. Note whether the respondent's job is part-time or full-time. The abbreviations "P.T." and "F.T." may be used.

3. Record the dates when the student started and ended the job.

The rationale for calculating total number of weeks employed in National Guard service is as follows: National Guard service requires 1 weekend (2 days) per month and one 3 week training session per year, which usually takes place during the summer. If the student has been employed by the National Guard Service for one full year, she/he has been employed a total of 17 weeks.

Coding:

Following question 28, calculate and code the total number of jobs held by the respondent since she/he was added to the sample.

Calculate and code total number of jobs held by the interviewee since he/she exited from high school.

Add up and code the total number of weeks that the student has been employed since she/he left high school.

Calculate and code percent time employed since high school by dividing the total number of weeks employed by number of weeks since exit from high school.

31. WHERE DO YOU LIVE?

03: "Group home" refers to a residential program where individuals with handicaps live together (usually from 4 to 15 people). These programs are usually operated through Developmental Disabilities or Mental Retardation agencies

04: This category refers to those students who live independently in

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an apartment and is provided with some residential support by a paid staff member.

07: Use this category for students employed by the military who live in housing provided by the military.

08: This category refers to a nursing home facility.

09: Use this category only when others do not apply.

32. **IS THERE ANYTHING YOU WOULD LIKE TO CHANGE ABOUT YOUR LIVING ARRANGEMENTS?**

07: This category refers to a person who has responsibility for legal as well as program placement decisions for the student.

08: Use this category only when others do not apply.

33. **WITH WHOM DO YOU SPEND TIME ON THE WEEKENDS AND EVENINGS?**

5: "Paid staff" refers to a person who is paid by an agency to provide support and supervision for the student.

6: Use this category only when others do not apply.

34. **WITH WHOM WOULD YOU LIKE TO SPEND MORE TIME IF YOU COULD?**

5: "Paid staff" refers to a person who is paid by an agency to provide support and supervision for the student.

6: Use this category only when others do not apply.

Remember to complete this question by asking the student **WHY** would you like to spend more time with _____?
(name of person)

35. **WHO DO YOU TALK TO ABOUT PROBLEMS THAT ARE NOT WORK-RELATED?**

06: "Paid staff" refers to a person who is paid by an agency to provide support and supervision for the student.

07: Refers to a person who works with the interviewee.

09: May refer to anyone who works for the high school the student attended.

12: Use this category only when others do not apply.

36. **WHO ASKS YOU FOR HELP?**

6: "Paid staff" refers to a person who is paid by an agency to provide support and supervision for the student.

1988 TELEPHONE SURVEY OF GRADUATES/LEAVERS OF HIGH SCHOOL SPECIAL SERVICES PROGRAMS

Summary of Frequencies

LOCATION NUMBER: ALL

INTERVIEWS CONDUCTED WITH 62 OF 75 FORMER STUDENTS

CONTACT RATE: 83%

** INFORMATION RECEIVED ON A NUMBER OF RESPONDENTS WAS INCOMPLETE DUE TO SOURCE OF INFORMATION, RELUCTANCE OF RESPONDENT TO ANSWER CERTAIN QUESTIONS, OR NON-SPECIFIC REPLIES TO QUESTION CATEGORIES.

SECTION I: RECORD REVIEW

GENDER: (n= 62)

Male	31	50.0%
Female	31	50.0%

RACE: (n= 62)

Caucasian	43	69.4%
Hispanic	10	16.1%
Black	7	11.3%
Native American or American Inuit	0	
Asian or Pacific Islander	2	3.2%
Other	0	

AGE IN YEARS WHEN LEFT SCHOOL: (n= 62)

14	2	3.2%
15	4	6.5%
16	12	19.4%
17	14	22.6%
18	23	37.1%
19	4	6.5%
20	2	3.2%
21	1	1.6%
22	0	

Summary of Frequencies, page 2

MANNER OF EXIT FROM SCHOOL: (n=)

Graduated with diploma
Left (18 & over)
Dropped (under 18)
Completed with certificate
Completed - no document
Graduated, unspecified

MOST RECENT HIGH SCHOOL OR VOCATIONAL PROGRAM PLACEMENT: (n=)

Mainstreamed (in-class services)
Resource Room
Special Class
Other

MOST RECENT HIGH SCHOOL PROGRAM OR VOCATIONAL PROGRAM LOCATION: (n=)

Comprehensive High School
Vocational/Technical School
Special Day School
Residential Facility

IN WHICH HIGH SCHOOL TRACK WAS THE STUDENT ENROLLED? (n=)

Vocational
Academic
Both vocational and academic
Other

PRIMARY HANDICAPPING CONDITION: (n=)

Mentally retarded
Hard of hearing
Deaf
Speech impaired
Visually handicapped
Seriously emotionally disturbed
Orthopedically impaired
Deaf-blind
Multi-handicapped
Specific learning disabilities
Other health impaired

WAS THE STUDENT REFERRED TO VOCATIONAL REHABILITATION DURING HIGH SCHOOL? (n=)

No
Yes
Don't know
N/A

HAS THE RESPONSIBLE REHABILITATION AGENCY DEVELOPED AN IWRP (INDIVIDUAL WRITTEN REHABILITATION PLAN) FOR THIS STUDENT? (n=)

No
Yes
Don't Know
N/A

DO YOU HAVE A COPY OF THE CURRENT IWRP ON FILE WITH THIS STUDENT'S RECORDS? (n=)

No
Yes
Don't Know

PLEASE FILL IN THE NUMBER OF INSTRUCTIONAL HOURS PER WEEK THIS STUDENT PARTICIPATED IN THE FOLLOWING CURRICULUM AREAS DURING HIS/HER FINAL YEAR OF SCHOOL. (n=)

	# Hours in classroom instruction	# Hours in community-based instruction
Academics:		
Vocational Skills:		
Community Skills:		
Recreation/Leisure Skills:		
Home Economics:		
Industrial Arts:		
Other areas:		
TOTAL TIME:		

Summary of Frequencies, page 4

INDICATE VOCATIONAL CLASSES STUDENT TOOK IN HIGH SCHOOL. (n=)

	N(o)/ Y(es)	Average Length Of Class
Agriculture, including horticulture		
Auto Mechanics, Auto Body Repair		
Commercial Arts (e.g. printing, photography)		
Computer Programming/Operations		
Construction Trades (e.g. carpentry, electrical, masonry, plumbing)		
Cosmetology, Hairdressing, Barbering		
Drafting		
Electronics		
Occupational Home Economics, including dietetics & child care		
Machine Trades		
Medical or Dental Assisting		
Practical Nursing		
Quantity Food Occupations/Culinary Arts		
Sales or Merchandising (e.g. retailing)		
Secretarial, Stenographic, Typing or other office work		
Other		

DID STUDENT PARTICIPATE IN AN APPRENTICESHIP OR COOPERATIVE VOCATIONAL EDUCATION PROGRAM? (n=)

No
Yes
Don't know

SECTION II: THE INTERVIEW

AGE AT TIME OF INTERVIEW: (n=)

14	18	22
15	19	23
16	20	
17	21	

SOURCE OF INFORMATION: (n=)

Former student
Parent/guardian
Teacher/school personnel
Adult service provider
Spouse, sibling, other relative
Other

NO INTERVIEW BECAUSE: (n=)

Unable to locate any of the above
Letter sent; no response
Refused to answer questions
Other

Summary of Frequencies, page 6

WHILE STILL IN HIGH SCHOOL DID YOU HAVE ANY PAID SUMMER JOBS?
(n=)

No
Yes, subsidized
Yes, unsubsidized
Yes, both subsidized and unsubsidized

OCCUPATIONAL CATEGORIES -- D.O.T.: (n=)

	SUMMER Job 1	SUMMER Job 2	SUMMER Job 3
Professional, Technical, Managerial			
Clerical, Sales			
Service Occupations			
Agricultural, Fishing, Forestry & Related Occupations			
Processing Occupations			
Machine Trades Occupations			
Benchwork Occupations			
Structural Work Occupations			
Miscellaneous Occupations			

HOW DID FORMER STUDENT ACQUIRE THE SUMMER JOB EXPERIENCE? (n=)

	SUMMER Job 1	SUMMER Job 2	SUMMER Job 3
Found job by myself only			
Parents/Relatives			
Friends/Acquaintances			
Special Ed. Teacher			
Other H. S. Personnel			
Community Employment & Training Agency			
Unsolicited offer from an employer			
Other			

LENGTH OF EACH SUMMER JOB: (n=)

	SUMMER Job 1	SUMMER Job 2	SUMMER Job 3
Month or less:			
1 summer:			
2 summers:			
3 summers:			

PRIMARY TRANSPORTATION METHOD FOR EACH SUMMER JOB: (n=)

	SUMMER Job 1	SUMMER Job 2	SUMMER Job 3
Walked			
Drove self			
Public Transportation			
School Transportation			
Parent drove me			
Co-worker/Friend drove me			
Other			

DID YOU HAVE A REGULAR PAID JOB <u>DURING THE SCHOOL YEAR</u> WHILE ATTENDING HIGH SCHOOL? (n=)

No
Yes, subsidized
Yes, unsubsidized
Yes, both subsidized and unsubsidized

OCCUPATIONAL CATEGORIES -- D.O.T.: (n=)

	H.S. Job 1	H.S. Job 2	H.S. Job 3
Professional, Technical, Managerial			
Clerical, Sales			
Service Occupations			
Agricultural, Fishing, Forestry, & Related Occupations			
Processing Occupations			
Machine Trades Occupations			
Benchwork Occupations			
Structural Work Occupations			
Miscellaneous Occupations			

HOW DID FORMER STUDENT ACQUIRE THE HIGH SCHOOL JOB EXPERIENCE?
(n=)

	H.S. Job 1	H.S. Job 2	H.S. Job 3
Found job by myself only			
Parents/Relatives			
Friends/Acquaintances			
Special Ed. Teacher			
Other H. S. Personnel			
Community Employment & Training Agency			
Unsolicited offer from an employer			
Other			

LENGTH OF EACH HIGH SCHOOL JOB: (n=)

	H.S. Job 1	H.S. Job 2	H.S. Job 3
Month or less			
1 summer			
2 summers			
3 summers			

PRIMARY TRANSPORTATION METHOD USED FOR EACH HIGH SCHOOL JOB: (n=)

	H.S. Job 1	H.S. Job 2	H.S. Job 3
Walked			
Drove self			
Public Transportation			
School Transportation			
Parent drove me			
Co-worker/Friend drove me			
Other			

DID YOUR SCHOOL PROGRAM INCLUDE ANY WORK EXPERIENCE? THIS COULD BE PAID OR UNPAID WORK, BUT IT WOULD BE PART OF A CLASS. (n=)

No
Yes, paid work experience
Yes, unpaid work experience
Yes, both paid and unpaid work experience

OCCUPATIONAL CATEGORIES FOR EACH WORK EXPERIENCE: (n=)

	Wk.Exp 1	Wk.Exp. 2	Wk.Exp. 3
Professional, Technical, Managerial			
Clerical, Sales			
Service Occupations			
Agricultural, Fishing, Forestry, & Related Occupations			
Processing Occupations			
Machine Trades Occupations			
Benchwork Occupations			
Structural Work Occupations			
Miscellaneous Occupations			

LOCATION OF WORK EXPERIENCE: (n=)

Home High School of Vocational Center
Community

HOW AND WHERE DID FORMER STUDENT GET THE WORK EXPERIENCE? (n=)

	Community	High School
Found job by myself only		
Parents/Relatives		
Friends/Acquaintances		
Special Education Teacher		
Other H. S. Personnel		
Community Employment & Training Agency		
Unsolicited offer from an employer		
Other		

Summary of Frequencies, page 10

LENGTH OF EACH WORK EXPERIENCE: (n=)

	Wk.Exp 1	Wk.Exp. 2	Wk.Exp. 3
Month or less			
6 months or less			
1 year or less			
More than 1 year, 3 years or less			

PRIMARY TRANSPORTATION METHOD USED FOR EACH WORK EXPERIENCE: (n=)

	Wk.Exp 1	Wk.Exp. 2	Wk.Exp. 3
Walked			
Drove self			
Public Transportation			
School Transportation			
Parent drove me			
Co-worker/Friend drove me			
Other			

FROM YOUR SCHOOL RECORDS, I NOTICED THAT YOU DIDN'T TAKE ANY VOCATIONAL CLASSES. WAS THERE A REASON WHY YOU DIDN'T TAKE ANY VOCATIONAL CLASSES? (n=)

- Not part of my program
- Didn't know about it
- Friends didn't go
- Parents didn't want me to go
- Told I couldn't go (e.g. no room, don't have the skills)
- Didn't want to
- Lack of transportation
- Other

HOW WOULD YOU DESCRIBE THE VOCATIONAL PREPARATION YOU RECEIVED IN HIGH SCHOOL? WAS IT: (n=)

- very helpful
- helpful
- not very helpful
- not helpful at all

WHAT KIND OF VOCATIONAL PREPARATION DO YOU WISH YOU HAD RECEIVED IN HIGH SCHOOL? (n=)

HOW WOULD YOU DESCRIBE THE COURSEWORK YOU RECEIVED IN HIGH SCHOOL? WAS IT: (n=)

very helpful
helpful
not very helpful
not helpful at all

WHAT KIND OF COURSEWORK DO YOU WISH YOU HAD RECEIVED? (n=)

WAS THERE A PERSON WHO WORKED AT HIGH SCHOOL WHO WAS VERY HELPFUL WHEN YOU WERE PLANNING FOR YOUR FUTURE? (n=)

No
Yes

WHO WAS THAT PERSON? (n=)

Guidance Counselor
Special Education teacher
Vocational Education teacher
Regular teacher
School Administrator
School Psychologist
Other school personnel

SINCE LEAVING HIGH SCHOOL OR A VOCATIONAL CENTER, HAVE YOU TAKEN ANY EDUCATIONAL OR VOCATIONAL CLASSES OR PROGRAMS TO HELP YOU IN PREPARING FOR WORK? (n=)

No
Yes

WHAT CLASSES OR PROGRAMS? (n=)

At a high school or
vocational/technical school
At post-secondary school
Graduate Equivalency Degree (GED)
Adult Basic Education (ABE)
Job Corps
Military
Other

JUST ONE MORE QUESTION ABOUT HIGH SCHOOL. I SEE THAT YOU LEFT HIGH SCHOOL WITHOUT GRADUATING. CAN YOU TELL ME WHY YOU LEFT SCHOOL WHEN YOU DID? (n=)

Teacher/administrator recommendation
Parents wanted me to
To work
Personal reasons
I wanted to
Reached time limit
Felt I wasn't learning; it wasn't useful
Other

**COULD YOU TELL ME ABOUT WHAT YOU ARE DOING NOW?
ARE YOU WORKING? (n=)**

Unemployed
In subsidized employment
In unsubsidized employment
In a sheltered workshop

CAN YOU TELL ME WHY YOU AREN'T WORKING? (n=)

Homemaker
Full-time post-secondary student, unemployed
In job training (e.g. Job Corps)
Getting SSI disability benefits
Unable to find a job
Unable to find a job I want
I don't want to look for work
My parents don't want me to work
In a seasonal job, not currently in progress
Transportation problems
In a day activity/treatment program
Have a job which has not yet begun
Other

WHAT IS YOUR JOB TITLE? (OCCUPATIONAL CATEGORIES -- D.O.T.) (n=)

Professional, Technical,
Managerial
Clerical, Sales
Service Occupations
Agricultural, Fishing, Forestry,
& Related Occupations
Processing Occupations
Machine Trades Occupations
Benchwork Occupations
Structural Work Occupations
Miscellaneous Occupations

SKILL CLASS OF PRESENT JOB. (n=)

Skilled
Semi-skilled
Unskilled

WHO HELPED YOU IN YOUR JOB SEARCH WHEN YOU WERE LOOKING FOR WORK?
(n=)

	Source 1	Source 2	Source 3
Found job by myself only			
Parents/Relatives			
Friends/Aquaintances			
Special Education teacher			
Other high school personnel			
Community employment & training agency			
Military recruiter			
Unsolicited offer from an employer			
Other			

WHAT METHODS DID YOU USE TO FIND YOUR JOB? (n=)

	Method 1	Method 2	Method 3
Answered ad			
Called employer on the phone			
Used yellow pages to identify places to call or visit			
Walked in to places of employment			
Used resume			
Sent letter to potential employer			
Responded to "help wanted" sign			
Family member offered me a job			
Unsolicited offer from an employer			
Worked with community employment & training agencies			
Other			

WHAT TRANSPORTATION METHOD DO YOU USUALLY USE TO GET TO WORK?
(n=)

Walk
Drive self
Public Transportation (e.g. bus, taxi)
Parent drives me
Co-worker/friend drives me
Other

HOW MANY HOURS DO YOU WORK EACH WEEK? (n=)

Full-time (37.5 hours/week or more)
Part-time (21 - 37 hours per week)
Part-time (less than 21 hours/week)

DO YOU GET FRINGE BENEFITS WITH YOUR JOB? (n=)

No
Yes
Probationary period
Don't know

STUDENT CAN NAME BENEFITS (n=)

No
Yes

WHEN DID YOU START THIS JOB? (n=)

HOW LONG DID YOU LOOK FOR WORK BEFORE YOU FOUND THIS JOB? (n=)

Day or less
More than day, less than month
Month or more
I don't know
I wasn't looking, same job as in high school
I wasn't looking, employer called me

WHAT IS YOUR HOURLY SALARY ON THIS JOB? (n=)

$.01 - $3.54
$3.55 (min. wage)
$3.56 - $5.00
$5.01 +
I don't know
By the job, Whatever they'll pay me, etc.

WHAT WAS YOUR HOURLY SALARY WHEN YOU STARTED THIS JOB? (n=)

$.01 - $3.54
$3.55 (min. wage)
$3.56 - $5.00
$5.01 +
I don't know
By the job, Whatever they'll pay me, etc.

ARE YOU SATISFIED WITH YOUR CURRENT JOB? (n=)

No
Yes
Not sure

WHO DO YOU TALK TO ABOUT WORK-RELATED PROBLEMS? (n=)

Parent/guardian
Other family member
Spouse
Friend
Housemate
Paid staff
Co-worker
Work supervisor
High school personnel
Don't need to talk to anyone
Don't have anyone to talk to
Other

FOR STUDENTS WHO ARE CURRENTLY UNEMPLOYED:

ARE YOU LOOKING FOR WORK? (n=)

No
Yes

WHO IS HELPING YOU LOOK FOR WORK? (n=)

	Source 1	Source 2	Source 3
Looking by myself			
Parents/Relatives			
Friends/Acquaintances			
Special Education teacher			
Other high school personnel			
Community employment & training agency			
Military recruiter			
Other			

WHAT METHODS ARE YOU USING TO LOOK FOR A JOB? (n=)

Checking newspaper ads
Calling employers on the phone
Using yellow pages to identify places to call or visit
"Walking-in" to places of employment
Using resumes
Sending letters to potential employers
Responding to "help wanted" signs
Working with community employment & training agency
Other

PLEASE TELL ME ABOUT ANY OTHER JOBS YOU'VE HAD SINCE HIGH SCHOOL. (n=)

No other jobs
Had other jobs

OCCUPATIONAL CATEGORIES -- D.O.T. (n=)

Professional, Technical, Managerial
Clerical, Sales
Service Occupations
Agricultural, Fishing, Forestry & Related
Processing Occupations
Machine Trades Occupations
Benchwork Occupations
Structural Work Occupations
Miscellaneous Occupations

LENGTH OF EMPLOYMENT (n=)

> 6 months
6 months to 1 year
2 years
3 years

WHAT ARE YOUR FUTURE JOB PLANS? (n=)

IF YOU COULD HAVE ANY KIND OF JOB YOU WANTED, WHAT JOB WOULD YOU PICK? (n=)

No change

Farm work/working with animals

Auto Mechanics, Auto Body Repair

Commercial or Graphic Arts
(e.g. printing, photography)

Computer Programming/Operations

Construction Trades (e.g. carpentry,
electrical, masonry, plumbing)

Cosmetology, Hairdressing, Barbering

Drafting

Electronics

Work with people/children

Machine Trades

Health occupations (e.g. dental assistant,
nursing assistant)

Restaurant work

Retail sales

Secretarial, Stenographic, Typing or
other office work

Driver (e.g. taxi, truck, bus, heavy equipment)

Military

Physical work (e.g. labor, sports)

Assembly (e.g. factory work)

Artistic (e.g. painting, drama, music,
entertainment)

Work for money

Other

I'D JUST LIKE TO ASK A FEW MORE QUESTIONS. THESE ARE ABOUT YOUR PRESENT LIVING ARRANGEMENTS AND WHAT YOU DO IN YOUR SPARE TIME.....

WHERE DO YOU LIVE? (n=)

With parent(s)/guardian(s)
With spouse's parents
In a group home
In a supervised apartment
Living independently (single or married)
With relatives
Military housing
Community Care home
Other

IS THERE ANYTHING YOU WOULD LIKE TO CHANGE ABOUT YOUR LIVING ARRANGEMENTS? (n=)

No change
Change environment (i.e. furniture, paint)
Like to move
Like to have a <u>different</u> roommate/housemate
Have my own place
Live with relative
Live with friend
Live with guardian
Other

WITH WHOM DO YOU SPEND TIME ON THE WEEKENDS AND EVENINGS? (n=)

Parent/guardian
Other family member
Friend
Housemate
Paid staff
Other

WITH WHOM WOULD YOU LIKE TO SPEND MORE TIME IF YOU COULD? (n=)

Parent/guardian
Other family member
Friend
Housemate
Paid staff
Other

WHO DO YOU TALK TO ABOUT PROBLEMS THAT ARE NOT WORK-RELATED? (n=)

Parent/guardian
Other family member
Spouse
Friend
Housemate
Paid staff
Co-worker
Work supervisor
High school personnel
Don't need to talk to anyone
Don't have anyone to talk to
Other

WHO ASKS YOU FOR HELP? (n=)

Parent/guardian
Other family member
Spouse
Friend
Housemate
Paid staff
No one asks for my help
Other

WHAT KIND OF HELP DO THEY ASK YOU FOR? (n=)

Transportation
Physical help
Chores (e.g. shopping, cleaning)
Personal problems/Advice
Instructions
No one asks for my help
Other

TIME LOG

NAME: _____ WEEK OF: _____

Please round off totals to nearest quarter hour

DATE	SEARCH/ CALLING	CODING	MEETINGS	PAPER WORK	TOTAL HOURS
WEEKLY TOTALS					

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